

## HEXACO Model of Personality Traits and Beliefs about Diversity in Pre-Service Teachers

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**Abstract:** The objective of this study is to check all six traits of the HEXACO personality inventory with beliefs about diversity in a sample of pre-service teacher. This study states that personality traits of honesty, Emotional stability, extraversion, agreeableness, conscientiousness and openness to experience have positive influence on the diversity beliefs of the pre-service teachers and will also be influential on the academic performance of them. Thus, focusing and incorporating tailored policies, trainings and courses for the pre-service teachers will be beneficial for them as well be more productive for the academia and will also curtail the adverse affects of the negative diversity beliefs. Policy makers, trainers and course designers should mend their respective expertise in accordance. Furthermore, be considerate regarding personality traits and their influences on the mentoring and post performance of the pre-service teachers.

**Key words:** Education, HEXACO Model, Pre-service Teachers, Teaching

### INTRODUCTION

Teaching profession rapidly faces increase in student's diversity in ethnic and socio-cultural. Research shows that teachers' attitudes toward diversity have measurable impact on educational effectiveness. Thus, teacher education programs stress multi-cultural sensitivity and teaching methodology, and insist on measurable outcomes in this regard. One relatively neglected issue concerns individual differences among teachers.

Teachers do not go for templates to direct their work rather teachers learn from their experiences and select personalized ways to solve their problems. They generate their own clarifications depending upon their personal understanding of several situations (Smylie, 1994).

Teaching profession does not require only the capability to teach lessons rather it also requires an understanding of the system and regulations of the school culture. It has capability to cooperate with each other and likelihood of communities in which one has to teach (Sikula *et al.*, 1999). People are different to better deal with these multi-tasks demands of teaching profession. Hence, personality traits are more likely to be essential forecasters of this capability.

Personality research has found shifts since prior research were conducted on this particular area. The dynamic change has been the acknowledgement of the Big Five Factor Model of Personality (Srivastava and John, 1999). Which divides personality traits into further five groups:

- Neuroticism (self-concerned)
- Extraversion (conversational)
- Openness to Experience (self-governing)
- Agreeableness (compassionate)
- Conscientiousness (consistent)

It is reasonable to assume that teacher candidates may differ in basic dispositions that relate to diversity attitudes. Furthermore, these differences may predict differential levels of effectiveness of diversity education curricula. HEXACO model of personality traits is a six-dimensional structure, which adds another personality trait to the five traits of the Big Five Factor Model. Hence, this model provides viable alternative to the Big Five Factors Framework (Micheal, 2007).

The objective of this study is to check all six traits of the HEXACO personality inventory with beliefs about diversity in a sample of pre-service teacher. This study states that personality traits of honesty, Emotional stability, extraversion, agreeableness, conscientiousness and openness to experience have positive influence on the diversity beliefs of the pre-service teachers and will also be influential on the academic performance of them. Thus, focusing and incorporating tailored policies, trainings and courses for the pre-service teachers will be beneficial for them as well be more productive for the academia and will also curtail the adverse affects of the negative diversity beliefs.

### LITERATURE REVIEW

During the first year of teaching valuable mentoring program, boost the pre teachers for potential devastated

dreams of perfect professional performance and self-efficacy (Friedman, 2000). Joint effort surrounded by the pre-service teachers, school supervising and university teacher educators is a chief part in teacher education line up. Whereas teacher education has extensively approved the apprenticeship model in counselor, counselor comprises professional socialization and emotional support in totaling to academic direction (Hawkey, 2006; Schwille, 2008). Constructing relationships, including teacher's support and counselor programs, is one of the most important causes for teachers left behind in the field (Bobek, 2002). Adviser's form and exchanges with their advisories are essential for inspiring the flexibility required for teachers to cope the dares they might face.

In a pluralistic society, teachers face daunting challenges with regard to the range of individual differences among students. Successful teachers certainly must have appropriate multicultural education, methods as well as materials, but their approaches, awareness and thinking about educational fairness and diversity are also significant. The most excellent multicultural teaching materials might demonstrate unproductive if teacher be deficient in directness concerning diversity (Banks and Banks, 1993).

Hence, efforts are being made to assess the attitudes toward and beliefs about, diversity in teacher education candidates and to implement in the material, methods, and activities that are formulated to induce positive changes in these variables (Dee and Henkin, 2002; Garmon, 2004; Villegas and Lucas, 2002). Numerous training programs fail to fully consider that the preliminary differences among pre service teachers in attitude towards diversity may pose important individual differences in basic dispositions, and the efforts to affect attitudes toward diversity are likely to be more effective in some individuals than in others.

In addition, efforts to evaluate the effectiveness of curricular programs designed to instill more positive diversity attitudes in students may significantly underestimate the impact of such programs if individual differences among the teacher candidates are ignored in the research design. While the importance of considering individual dispositions seems clear as a general concept, a major problem historically is deciding which specific dispositions or traits are relevant for professional education candidates.

Briefly, the HEXACO model of personality traits posits six primary dimensions of human personality. The "Big Five" are most commonly represented as letters: A (Agreeableness), C (Conscientiousness), E (Extraversion), E (Emotionality), H (Honesty - Humility), and O (Openness to Experience) (Fig. 1). The HEXACO model of personality traits constitutes of the Five Factor Model of Personality Traits evolved in 1990's and widely accepted by researchers. Hence, addition of another

personality trait to the FFM distinct HEXACO model of personality traits from FFM. FFM constitutes of five dimensions of human personality however, HEXACO model adds Honesty - Humility traits to the FFM (Fig. 1).

Consider to the Honesty-Humility factor, numerous researchers have proposed its widespread essential traits in conditions of reply to the chance to utilize others or as honesty, justice, Greed prevention and diffidence. Frank (1988) has conversed sincerity and authenticity under conditions of inherent inspiration for assisting even in state of affairs in which defection might not be punished and opportunism results as preference to failing under those same state of affairs of impunity. In accumulation, some of researchers have described greed as "the persuasion to increase the additional advantage of one-sided disobedience in excess of joint assistance" (Hwang and Burgers, 1997). Furthermore, others researchers have construed slyness and interrelated traits as pointers of "mistreatment" (Wiggins, 1979), the same phrase, which is used here to explain defection adjacent to a categorical cooperator (Nowak and Sigmund, 1993).

**Conceptual modeling:** It is hypothesized that a teacher's beliefs about diversity reflect, in part, their basic dispositional traits. The specific purpose of the present study, then, is to discover the associations between essential personality characteristics, using the HEXACO Model of personality Traits, and beliefs about diversity pre-service teachers.

**Hypothesis:** Individuals who rank high in emotionality construct of personality traits may be described as emotionally stable, tranquil and robust. Emotional Intelligence (EI) is now a day considered as a potential predictor of academic achievement. EI engages two extensive mechanisms: consciousness and executive of one's own feelings and consciousness and management of others' feelings. Hence, while considering diversity amongst the students, it is vital that thorough understanding of the distinct diversities among the students may be understood and then managed accordingly and effectively. Therefore, literature suggests that people ranking high in this trait may be expected to develop strong positive diversity beliefs and cope effectively with it.

**H-1:** Emotionality positively influences the Diversity beliefs in Pre-Service Teachers.

Extravert people are sociable, expressive, forthcoming, lively, and dominant in the social situations. While, neuroticism is characterized by low confidence, a higher level of arousal, and predisposition to anxiety and stress (Sommer and Tatar, 2004). O'Connor and Paunonen (2007) discover a very low association coefficient

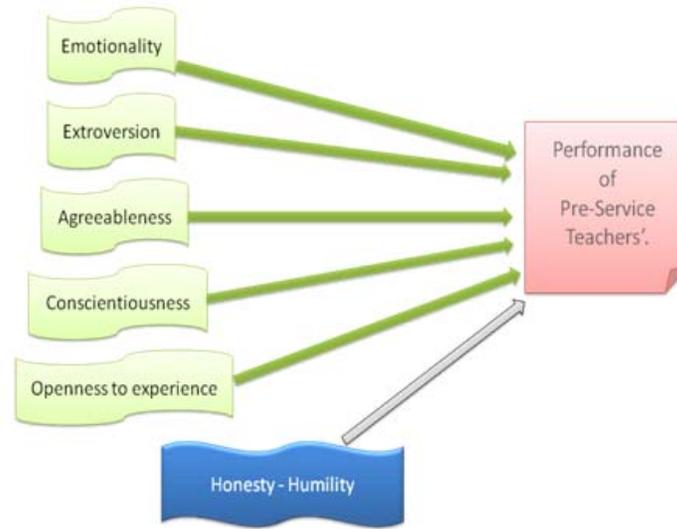


Fig. 1: HWXACO model of personality

between academic performance and Neuroticism ( $r = -3$ ) and propose that Neuroticism could not be measured a well built of human being differences in educational accomplishment in broad. Based on the literature, we hypothesize that persons scores more on extraversion, being more outgoing and approaching, are additional to hold optimistic diversity values.

**H-2:** Extroversion positively influences the Diversity beliefs in Pre-Service teachers.

John and Srivastava (1999) suggest that agreeable people are altruistic and sympathetic. Pre-service teachers were more agreeable. Unruh and McCord (2010) pooled Agreeableness in Trust, Morality, Altruism, Cooperation, Modesty, and Sympathy. These all construct are expected to be more considerate with positive diversity beliefs. So we hypothesize as follows:

**H-3:** Agreeableness positively relates to Diversity Beliefs in Pre-Service Teachers.

People who are determinant, goal oriented and striving for excellence in their performance are ranked high on conscientiousness. It seems that academic success most strongly relates to Conscientiousness. Positive and considerable association is consistently established between academic achievement and Conscientiousness (Chamorro-Premuzic and Furnham, 2008; Dollinger *et al.*, 2008). Thus, we hypothesize as follows:

**H-4:** Conscientiousness positively relates to Diversity beliefs in pre-service teachers.

Openness to experience is an extensive appreciation for feelings, imagination, curiosity, unusual ideas and variety of experiences. People open to experience are intellectually curious. They tend to be, compared to closed people, more creative and more aware of their feelings. They are more expected to grasp alternative attitudes.

Openness to experience is thought to be positively related to academic performance (Premuzic and Furnham, 2008). It has been found that open to experience individuals are more stimulated to take on activities that fuel the acquisition of knowledge and add reasonably to their findings (Premuzic and Furnham, 2004). Thus, we hypothesize that pre-service teachers scoring high on openness scale will be possessing positive beliefs in diversity and ultimately resulting in their academic performance.

**H-5:** Openness to experience positively relates to Diversity Beliefs in Pre-Service Teachers.

Honesty trait of personality inventory depicts an individual to be sincere, loyal, genuine and fair minded in dealing with others. Contrary to this, individuals with low scores on this scale feel a strong sense of superiority, feel tempted to "bend" laws for their own profit, and may exploit and flatter others when this may be successful (Micheal, 2007). This practice in short run as well as in long run will affect the overall performance many ethical dilemmas occur when exchange occurs in a situation, almost none of them as oft deplored as the swapping between honesty and personal security. Such dilemmas are unpreventable on a regular basis; no sum of evasion

concerning the boundaries of honesty can prevent them. Thus, study propose that people scoring high on this trait are more likely to avoid influence of the diversities existing in the surroundings and will take and make positive use of those diversities.

**H-6:** Honesty positively relates to Diversity Beliefs in Pre-Service Teachers.

## DISCUSSION

The emergence of the personality models have provided a major new paradigm for the study of personality differences. A considerable body of research is dealing with basic personality traits as predictors of job performance (Judge *et al.*, 1999).

Briefly, the HEXACO model of personality traits posits six primary dimensions of human personality. They are most commonly represented as letters: E (Emotionality), A (Agreeableness), C (Conscientiousness), X (Extraversion), O (Openness to Experience) and H (Honesty).

High H individuals are Sincere, faithful, loyal, modes and fair-minded whereas low H people are greedy, hollow, insincere and bigheaded. The E domain covers facets of emotionally stability and tranquility. High X individuals are deemed to be sociable, active, and talkative, whereas low E people are considered to be introverted, reserved, and quiet. People with high A people are trusting, nurturing and soft-hearted while low A people may be rude, suspicious, and irritable. High C people are taken as structured, self-disciplined, and rule-compliant, whereas low C people are unreliable, happy-go-lucky, and negligent. People scoring high O are curious, imaginative, and original while low O people are conservative, narrow-minded, and non-analytical.

This study does not assess job performance as literature does suggest that a teacher's approaches and viewpoints about diversity may influence instructional efficiency in a multicultural classroom. The objective of the present study is to explore the relationship between basic HEXACO personality traits and beliefs about diversity.

McCord (2010) established that meaningful relationship exist between beliefs about diversity and personality traits of general open-mindedness, liberalism, sensitivity, and sympathy. He also found out that Pre-service teachers who are open-minded, socio-politically moderate and sympathetic toward other people possess more positive beliefs about diversity in the school setting.

Conscientiousness predicts a significant variance in pre-service teachers' academic performance (Barchard, 2003; Chowdhury and Amin, 2006; Conard, 2006). Premuzic and Furnham (2004) argued that the determined,

self-disciplined and objective-oriented nature might also give another clarification for a optimistic delicacy academic achievement affiliation. Thus, Conscientiousness is considered as an important determinant of academic achievement and it is also believed that these pre-service teachers also depict positive diversity beliefs.

Openness to Experience individuality attributes and academic performance are also positively correlated. This seems logical when we consider research findings (Ackerman and Heggestad, 1997) which reveals a positive relationship among cognitive abilities and Openness to Experience.

Individuals scoring high in emotionality also tend to depict positive diversity beliefs in their behaviors. Previous studies suggest that Neuroticism is negatively related with performance (Premuzic and Furnham, 2003; Fruyt and Mervielde, 1996).

Researches also reveal that individuals scoring high on the Agreeableness trait of personality are tolerant, peaceful and patient. The constructs also reveal that a person who is mild enough will definitely be more considerate to the individual differences and will be believing in using diversity as a resource and will not be outperformed by the diversity issues raised in the environment. Honesty construct of the HEXACO model of personality traits also influences the behaviors of the pre-service teachers. Honesty trait depicts the consideration and loyalty of the individuals towards the work they are undertaking and will be more objective oriented. Thus it may also be believed that these individuals will also be objective and considering diversity in the surroundings as a side issue will be positively diversity and result oriented.

## CONCLUSION

Literature is evident that Pre-service teachers should be directed in request of appropriate satisfied knowledge, educational knowledge and satisfied educational knowledge, the concession of their possess teaching viewpoints and elasticity in preserves their inherent inspiration for teaching. It is also consider that a great deal of the achievement of a first-year teacher is joined to excellence mentoring familiarity that consequently endorse their spirit, positive specialized identity, and construct them consider that their contributions as teachers make a diversity.

This study states` that personality traits of honesty, Emotional stability, extraversion, agreeableness, conscientiousness and openness to experience have positive influence on the diversity believes of the pre-service teachers and will also be influential on the academic performance of them.

Thus focusing and incorporating tailored policies, trainings and courses for the pre-service teachers will be beneficial for them as well be more productive for the academia and will also curtail the adverse affects of the negative diversity beliefs.

**Managerial implications:** Researchers have originate that pre-service teachers frequently hold ‘impractical optimism’ (Weinstein, 1988), which occasionally guide to the defeat of inspiration and eagerness for teaching or might outcome in the conclusion to switch the teaching field in total. Therefore mentoring in teacher education, consequently, is much additional than purely the apprenticeship of educational pedagogy.

Policy makers, trainers and course designers should mend their respective expertise in accordance. Furthermore, be considerate regarding personality traits and their influences on the mentoring and post performance of the pre-service teachers.

### RECOMMENDATION

Future researches may replicate the research with different instruments with introduction of other variables. Mediating and moderating effects of the organization, course contents and mentors may also be considered in new researches. Further research may also be conducted with an objective of outlining and computing the correlating effect of the Honesty personality trait on the performance of the pre-service teachers. Researchers should also examine the pre- post differences in diversity attitudes of the respondents

This research also raises the issue of individual “Fit” with the training and the career path of the individuals as well, id est. individuals who are instinctively lower in Openness traits will not react as well to the positive diversity education efforts and may remain eventually less effective as teachers in this modern, pluralistic society.

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