CHAPTER I

“The destiny of the motherland is being shaped in her classrooms”


1.1. Introduction

Classroom management is widely viewed by most educators, as the number one concern in schools. From 1967 through 1997 results of researches identified classroom management as the most important problem that teachers face (Jackson, 2005). Some researchers ranked classroom management as the second greatest problem facing schools (Jackson, 2005). Many teachers lack training in the use of effective classroom management strategies. Researchers (Hoy, 1990; Marzano, 2003; Schmidt, 1992) found that classroom managerial problems can have a substantive impact on the effectiveness of teaching and quality of learning. While on overabundance of opinions on classroom management are available from which to choose, many teachers remain certain strategies as to what to do when faced with difficulties in classroom situations (Tylor, 1987). Researchers (Fuller & Brown, 1975; Veenam, 1984) have repeatedly found that new teachers indicate that effective classroom management and motivating students are among their greatest concerns. Control of student behavior by teachers tends to be regarded as the goal of classroom management/discipline. This emphasis on control is so pervasive that control by teachers is often seen by educators as more important than the learning that goes in the classroom. However, the focus on discipline often can reduce the teacher’s ability to provide effective learning experience for students. Glasser (1986) indicated that control and limit setting is necessary for the psychological balance in one’s life. It is a common trait of human beings to want control on their lives. In school, this
trait often is carried to such an extent that discipline and classroom management are perceived as synonymous with control. Wlodkowski (1982) asserted that for many teacher and in many schools, the most widely and practiced interpretation of the word discipline/classroom management is control.

Although teachers, administrators, and students use the term classroom management frequently, it is not synonymous with discipline. Salvia & Ysseldyke (1998) argued that classroom management is not simply discipline as one may think at first glance. Essentially, classroom management refers to a collection of organizational goals centered on using time wisely to maximize learning and on maintaining a safe classroom environment that is conducive to student learning. Kelluogh & Kellough (1996) defined effective classroom management as the process of organizing and conducting a classroom so that it maximize student learning.

Classroom management is a comprehensive term for a variety of teacher actions designed to facilitate teaching and learning in the classroom. Although definitions of classroom management vary, a general consensus regarding the specific facets of the construct has not been reached. Classroom management usually includes actions taken by teachers to establish order, engage students, and / or elicit their cooperation. (Emmer & Stough, 2001). Emmer and Everston (1981) asserted that effective classroom management consisted of teacher behaviors that produced high levels of student’s involvement in classroom activities, minimal amounts of student behavior that interfered with teachers or other students’ work, and efficient use of instructional time. Kulina, Cothran, & Regualos (2003) confirmed that classroom management refers to a broad range of teacher behaviors, and one of the most critical is managing student behavior. The management of the classroom
can be one of the most confusing, if not totally perplexing, aspects of the teacher/student dyad and is one of the most important practices for teachers to master (Fenwick, 1998).

Research on well-managed schools indicated that a student-centered environment, incorporating teacher and student problem-solving activities, as well as activities that promote student self-esteem, responsibility, and belongingness can be more effective in reducing problems (Short, 1988). In fact well-managed classroom teachers share power widely with students rather than rely on power and enforcing model of classroom control. Using this system, students learn to self-manage their task and behaviors under the guidance of their teachers. Overall, the basic premise of classroom management is effective control of all classroom dynamics to forge a cohesive student-learning environment (Dougherty, 2002).

Teachers are socialized to accept that the mark of a good teacher is that s/he is in control of the class (Tylor, 1987). The amount of control that teachers have in the classroom is often perceived by the administration as a measure of the quality of an effective teacher. They interpret this classroom management style as evidence that the teacher is in control and must be doing a good job (Edward, 1997).

Classroom management may be problematic in today’s schools. Traditional styles of classroom management (more controlling, punishment, extra assignments, etc.) may not be the most effective strategies for managing classroom these days. A substantial number of school students respond positively to instruction, and interact appropriately with both peers and adults when classrooms are managed effectively (Everston,Emmer,Clements&Worsham,2003;Stronge,2002).Order in classroom is important, particularly considering students are required to participate in activities. Classes are comprised of groups of young people from diverse background and with a variety of capabilities who are led, usually by
one adult, through a series of often difficult tasks that may or may not hold intrinsic interest (Woolfolk & Hoy, 1990). Ryan, Connell, and Deci (1985) suggested that teachers might be oriented either toward controlling students or supporting their autonomy. If they are oriented toward controlling, they are likely to attempt to motivate students with rewards that are controllingly administrated and with the more subtle control producers, such as the promotion of ego involvement and competition.

Conversely, teachers oriented toward supporting autonomy de-emphasize controlling features of their action and focus on providing information to support students in solving their own problems and pursuing their own interests (Rayn, 1985). Stronge (2002) suggested that successful classroom management demonstrates that effective classroom management involved more than rules and discipline. He stated research into classroom management demonstrates that effective teachers are those who are proactive about student’s behavior, involving students in the process of establishing and maintaining rules and routines.

The influence that teachers have over students can be powerful and long lasting. The effect that teachers have over their students relates directly to how they learn, what they learn, how much they learn, and ways they interact with one another and the world around them. Understanding the influence that teachers have on their students, being aware of methods and strategies they use to achieve academic and social outcomes, as well as creating positive attitude toward learning is important (Stronge, 2002). Emmer, Sanford, Clements & Martin (1982), in their synthesis of research on classroom management, noted that:

“*At all school grade levels, effective classroom management has been recognized as a crucial element in effective teaching. If a teacher cannot obtain students’ cooperation and involve them in instructional activities, it*
is unlikely that effective teaching will take place...In addition, poor management wastes class time, reduces students’ time on task and detracts for the quality of the learning environment”.

Hester, Gable, and Manning (2003) found mounting evidence that indicated a strong relationship between student academic performance and classroom conduct. Many studies have found that classroom management can be influential variable in teacher effectiveness (Stronge, 2002). Educational research on classroom management has expanded knowledge of what effective classroom managers do and how they do it. Research is moving away from a focus on controlling students’ to an investigation of their teacher actions to create, implement, and maintain classroom environments that support learning (Borphy, 1983; Doyle, 1986; Johnson & Brooks, 1979). Teachers play various roles in a typical classroom, with classroom manager considered one of the most important. Effective teaching and learning cannot take place in a poorly managed classroom. Well-managed classrooms provide an environment in which teaching and learning can flourish (Marzano, 2003).

Marzano (2003) articulated that classroom teachers can have an important effect on student achievement; however, the dynamics of how a teacher produces such an effect are not simple. He further inferred that a strong case could be made that effective instructional strategies and good classroom curriculum design are built on the foundation of effective classroom management.

A meta-analysis of 50 years of classroom research identified classroom management as the most important factor, even above student aptitude, that has an effect on student learning (Wang, Haertel & Wallberg, 1994). Bosch (1999) commented:
“Contrary to popular belief, classroom management is not a gift bestowed upon some teachers. While it is true that some teachers adopt to classroom management techniques, making it look to their colleagues like they possess some innate talent, classroom management is a skill, a skill that can be taught like any other, and most importantly, a skill that like any other must be practiced to achieve proficiency”.

Martin and Baldwin (1993) characterized classroom management as a multifaceted construct that includes three broad dimensions: person, instruction, and discipline. Person dimension includes what teachers believe about students as people and what they do to enable students to develop as individuals. This dimension includes teachers’ perceptions of the general nature of students’ overall psychological climate. Instructional dimension incorporates what teachers do to enable students to learn, such as establishing and maintaining classroom routines, physical room arrangement, and the use of time. Discipline dimension entails those behaviors that teaches use to set standards for behavior and to enforce those standards.

Martin, Yin, and Baldwin (1998) conceptualized a framework to categorize classroom management dimensions into classroom management styles. Dimension one, instructional management, included components, such as monitoring seatwork, structuring daily routines, and allocating materials. The methods used to manage these tasks could contribute to classroom climate and teacher management styles. Dimension two, people management, related to teachers’ perceptions of students as people and what teachers do to develop the student-teacher relationship. Academic achievement and productive classroom behavior have been influenced by the quality of the teacher-student relationship.
The third dimension, behavior management, is similar to, but different than discipline in that it focuses on preplanned means of preventing misbehavior rather than the teacher’s reaction to it. This aspect of classroom management includes; setting rules, establishing a reward structure, and providing opportunities for student input.

Attitudes and beliefs concerning the nature of student behaviors and how to manage classroom differ among teachers and can play an important role in the determination of teacher behavior (Wolfgang & Glickman, 1980, 1986).

Glickman and Tamashiro (1980) and Wolfgang (1995) conceptualized a model in which classroom management strategies are classified as interventionist, non-interventionist, or interactionalist. According to this model, interventionists believe that students learn appropriate behaviors primarily when their behaviors are reinforced by teacher generated rewards and punishments. Consequently, interventionists contend that teachers should exercise a high degree of control over classroom activities. At the other extreme, non-interventionists believe that students have an inner drive that needs to find its expression in the real world. As a result, non-interventionists suggest that students should be allowed to exert significant influence in the classroom and that teachers should be less involved in adjusting student behaviors. In the middle, interactionalists believe that students learn appropriate behaviors as a result of encountering the outside world of people and objects. Therefore, interactionalists suggest that students and teachers should share responsibility for classroom management (See Figure 1).

Figure 1. Continuum of Teacher Attitudes Toward Classroom Management

Low Teacher Control High
Non-Interventionist Interactionalist Interventionist
What is that makes teachers more or less controlling classroom managers? This question has occupied research for several decades, with researchers examining factors related to a teacher's propensity to behave as an interventionist, non-interventionist, or interactionalist including dispositional and situational variables such as teacher personality, teacher behaviors, beliefs and attitudes, sense of efficacy and motivation, subject knowledge and knowledge of pedagogy (Muijs & Reynolds, 2001; Henson, 2001; Martin & Baldwin, 1994; Martin & Shoho, 2000; Martin, Yin, & Baldwin, 1998b).

Martin and Baldwin’s (1993) study revealed significant relationship with classroom management style were both positive and negative in direction and seemed to be in keeping with expected patterns. Teachers scoring more interventionist (controlling) on ABCC tended to be less venturesome and inhibited, more practical, more astute and aware of social convections as measured by the 16PF. However, Henson’s (2003) findings pointed to a limited relationship between personality and classroom management beliefs.

Classroom management style may also vary as a function of teacher’s sense of efficacy. Teacher efficacy has surfaced as a variable often linked with effective teaching and learning (Henson, 2003). Henson postulated that the relationships between teachers’ classroom management and self efficacy beliefs may provide ways in which an individual’s expectation for success impacts classroom management behavior. Conversely, Woolfolk and Hoy suggested that beliefs about how to manage and motivate students as well as initial success in acting on these beliefs may be related to the development of a sense of efficacy for beginning teachers. Teachers’ with a higher sense of efficacy tended to favor more humanistic and less controlling classroom management orientations in how they handle their students’ behaviors (Enochs, Riggs, 1995). However, in other research teachers who favored
interventionist approach had a high sense of efficacy (Gencer, 2007).

Clearly, additional research is needed regarding situational and dispositional factors that influence classroom management. Toward that end, the current study sought to clarify and expand the findings of previous studies involving the relationship between teachers' efficacy beliefs, teachers’ personality traits, teachers’ background variables, and teacher's classroom management orientations (interventionist, non-interventionist, or interactionalist). In addition to, these variables investigated in the context of higher primary school teachers who are teaching at two different countries, Iran and India. Three essential questions were driving this study: what sort of classroom management style will the Indian and Iranian teachers exhibit? Which style is most consistent with their personality? Would they feel comfortable and effective with the style?

1.2. Need and Importance of the study

1. In Iran and India, as in many other countries, there is considerable scrutiny of the professional skills of teachers. Today, teachers are expected to manifest a high degree of professional competence, and therefore to be able to manage their classes in such a way that students derive the maximum benefit from their schooling. Indeed, mastery of classroom management appears to be a necessary component of effective teaching and learning, thus, teachers are often evaluated based on their management of the classroom. A growing body of evidence suggests that teachers can make a great difference in terms of student outcome or achievement greater than students’ general intelligence, home environment, motivation and socioeconomic status, and a substantial portion of that difference is attributable to their classroom management beliefs.
2. The researchers analyzed 86 chapter from annual research reviews, 44 handbook chapters, 20 government and commissioned reports, and 11 journal articles to produce a list of 228 variables affecting student achievement. They combined the results of these analyses with the findings from 134 separate Meta – analysis. Of all the variables, classroom management had the largest effect on student achievement. These researches not only support the importance of classroom management, but they also emphasize on the dynamic of classroom management, to have effective learning (Marzano, 2003).

3. Based on the research survey classroom management, one can say that effective teacher also means effective manager of the classroom. (Laut, 1999) In the past few decades, educators found that educational effectiveness (external / internal) depends to a large extent on teacher effectiveness (Anderson, 2004). The majority of the countries in the world for two reasons have emphasized the impact of teacher effectiveness (performance / competence) in bringing quality improvement in school education. First, allocate the great part of educational budgets to teacher’s salaries. Today, teachers’ salaries absorb around 75 to 95 percent of the educational budgets in developing countries. Second, teachers have been known as absolute power to veto innovations and new teaching methods (Anderson, 2004). It is completely clear that teacher, probably, is most important factor in qualitative programming for education. For these reasons, many of countries are involved in discovering the characteristic and activities of the good teacher or teacher effectiveness (Anderson, 2004). In developing researches studies on teaching this idea that the teacher should have behavioral and suitable personality traits for teaching to promote maximum academic achievement of the students have been emphasized. In other words, to have an image of effective teacher, we should consider the personality of teacher (Beliefs, attitudes), performance (efficacy as a motivation
variable), teaching readiness, classroom management and teaching methods of teacher (competencies or skill) (Strong 2002).

4. Furthermore, both the educational systems in India and Iran have new viewpoints to the teaching – learning process, which can be justified the research on classroom management, personality of teacher and teacher efficacy. According to the national report on development of education in IRI (Taheri, 2004) some of the most dominant principles in educational policy and scientific skills for education are as follow:

1. Attention to individual and psychological differences of the students.
2. Partnership of teachers in planning (school level programming)
3. Revision in teacher training program
4. To create new method of teaching (active method); and
5. Serious partnership of student in education and learning procedure.
6. Focus on throughout life learning;

Likewise, National Policy on Education (NPE) in India issued some paramount principles as follows:

1. Connecting knowledge to life outside the school.
2. Ensuring that learning and teaching is shifted away from rote methods.

Here, it is necessary to say that, both the education systems Iran and India are common in some main problems in educational and curriculum planning, teaching methods, and learning methods (NCF, 2005; Joybari, 2005). Thus, they must have major shifts in planning and teaching areas. Some of them are classified in figure (2).
Figure 2: Major shifts in planning and teaching areas.

<table>
<thead>
<tr>
<th>From (present)</th>
<th>To (future)</th>
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<tbody>
<tr>
<td>Teacher centric, stable designs</td>
<td>Flexible process (teacher learner)</td>
</tr>
<tr>
<td>Teacher guidance and monitoring</td>
<td>Facilitate, support and encourage learning</td>
</tr>
<tr>
<td>Passive reception in learning</td>
<td>Active participation in learning</td>
</tr>
<tr>
<td>Knowledge as given and fixed</td>
<td>Knowledge as it evolved and is created</td>
</tr>
<tr>
<td>Rote / traditional method</td>
<td>New / active method</td>
</tr>
<tr>
<td>Book– centered / textbooks are like holy book</td>
<td>Learning – oriented</td>
</tr>
<tr>
<td>“Mere” memorization</td>
<td>Memorization beside understand and apply</td>
</tr>
<tr>
<td>Ineffective classroom management (more controlling)</td>
<td>Effective classroom management (variety of models)</td>
</tr>
</tbody>
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5. Researches indicated that even in the centralized educational systems, the teachers have absolute power to reject or accept the innovations and changes. To apply the methods and new polices in education specially in the curriculum planning area, depends a lot to the teacher and his or her beliefs and attitudes that derive from his / her personality traits as well as experience and exist conditions. In fact, without any support from teacher, even the best suggestions will be kept into bookcases. It is necessary to pay attention what occurs in our classrooms and analyze effective factors in the educational outcomes such as the teacher personality, self – efficacy, school of thinking, and etc.

6. Researches have also revealed that considerable number of teachers have difficulties in classroom management. These difficulties appear more in academic achievement and disruptive behaviors. Teachers use different strategies because of their different sociality, efficacy (self- expectation), level of knowledge, personality, different views to classroom
organization, student and concept of education, and school climate. In contrast with, the students show different reactions, since their different characteristics, basis of motivation, and their concept of teacher and classroom. Therefore, the management of classroom is contrast action and reaction procedure between teacher and student that would lead to special educational performance. Study of the teacher’s personality and its pertinent items beside classroom management style would help the educational responsible, who want to have a good perception of this interaction to make desirable environment for learning. This study would show that what ratio of the teachers is ready to accept the new definitions of knowledge, teaching, teacher, student, school, learning, text book and other concepts. This study is based on this assumption that higher primary teachers who are teaching in both the educational systems in Iran and India possess required competencies and characteristics.

7. In the 21st century, the main concepts of education are being reinterpreted. Literacy, science, teaching, learning, teacher, school, content of textbooks and other items are getting new definition. Home, mass media, new communication technologies; cultural and religious centers play a main role in education even more than school. It is expected that the role of teacher and school can’t effective the same as they were a few years ago. In this changing scenario teacher and school seems to be not able, entirely, to control the flow of learning by students. Thus, probably, the concept of scientific authority of teacher is highly questioned. In this case how do the teachers manage their classroom? Do the level of efficacy of teachers and their style of teaching influence because of forgoing condition? Do they have responsibility regarding to teaching and learning? What are the today’s teachers like? The present study an attempt will be made to answer some of these questions.
1.3. Statement of the problem

This study was undertaken in an attempt to identify higher primary teachers’ classroom management styles, sense of efficacy, and personality characteristics associated with their classroom management style and sense of efficacy. This study entitled:

“Classroom management Style, Teacher Efficacy and Big Five Personality Factors among Higher Primary School Teachers in Mysore (India) and in Arak (Iran). A Comparative Study”.

1.4. Objectives of the Study

The present study focused on the following objectives:

1. To study and compare the classroom management styles of higher primary school teachers in Mysore (India) and in Arak (Iran).
2. To study and compare the teachers’ sense of efficacy in Mysore (India) and in Arak (Iran).
3. To study and compare the difference in classroom management styles with regard to the following items of higher primary school teachers in Mysore (India) and in Arak (Iran).
   a. Grade level
   b. Type of school
   c. Class size
4. To predict the teachers’ classroom management styles in Mysore(India) and in Arak(Iran) separately and together by:
   a. Gender
   b. Years of experience
c. Educational level
d. Area of specialization (Science / Art).

5. To study and compare the difference in teachers’ sense of efficacy with regard to the following items in Mysore (India) and in Arak (Iran).
   a. Grade level
   b. Type of school
   c. Class size

6. To predict the teachers’ sense of efficacy level in Mysore (India) and in Arak (Iran) separately and together by:
   a. Gender
   b. Years of experience
   c. Educational level
   d. Area of specialization (Science / Art).

7. To study the relationship between teachers’ classroom management styles and their sense of efficacy in Mysore (India) and Arak (Iran).

8. To predict personality characteristics associated with the classroom management styles of higher primary teachers in Mysore (India) and Arak (Iran).

9. To predict personality characteristics associated with the teachers’ sense of efficacy in Mysore (India) and Arak (Iran).

1.5. Research Questions

The following questions have been developed for this study:

1. Is there any significant difference between Indian and Iranian higher primary teachers in their classroom management styles?
2. Is there any significant difference between Indian and Iranian higher primary teachers in their classroom management styles?

3. Is there any relationship in higher primary teachers’ sense of efficacy with their classroom management styles in India and in Iran?

4. Is there any difference in higher primary teachers’ sense of efficacy in India and in Iran, relative to grade level taught?

5. Is there any difference in higher primary teachers’ sense of efficacy in India and in Iran, relative to type of school?

6. Is there any difference in higher primary teachers’ sense of efficacy in India and in Iran, relative to class size?

7. Is there any difference in higher primary teachers’ classroom management styles in India and in Iran, relative to grade level taught?

8. Is there any difference in higher primary teachers’ classroom management styles in India and in Iran, relative to type of school?

9. Is there any difference in higher primary teachers’ classroom management styles in India and in Iran, relative to class size?

10. Can higher primary teachers’ sense of efficacy be predicted from gender, educational level, years of experience, and area of specialization in India and in Iran?

11. Can higher primary teachers’ classroom management styles be predicted from gender, educational level, years of experience, and area of specialization in India and in Iran?

12. Can higher primary teachers’ sense of efficacy and their classroom management styles be predicted from their personality characteristics as measured by NEO-FFI in India and in Iran?
1.6. Hypotheses of the Study

H₀₁: There is no significant difference between Indian and Iranian higher primary school teachers in their classroom management styles.

H₀₂: There is no significant difference between Indian and Iranian higher primary school teachers in their sense of efficacy.

H₀₃: There is no relationship in higher primary teachers’ sense of efficacy with their classroom management both in Iran and in India.

H₀₄: There is no significant difference between higher primary school teachers’ sense of efficacy in India and Iran when ordered by grade level taught.

H₀₅: There is no significant difference between higher primary school teachers in India and Iran in terms of classroom management style when ordered by grade level taught.

H₀₆: There is no significant difference between higher primary school teachers’ sense of efficacy in India and Iran when ordered by type of school.

H₀₇: There is no significant difference between higher primary school teachers in India and Iran in terms of classroom management style when ordered by type of school.

H₀₈: There is no significant difference between higher primary school teachers’ sense of efficacy in India and Iran when ordered by class size.

H₀₉: There is no significant difference between higher primary school teachers in India and Iran in terms of classroom management style when ordered by class size.
H_{10}: Higher primary teachers’ sense of efficacy can be predicted from gender, year of teaching experience, area of specialization, and educational level both in Iran and in India.

H_{11}: Higher primary teachers’ classroom management styles can be predicted from gender, year of teaching experience, area of specialization, and educational level both in Iran and in India.

H_{12}: Higher primary teachers’ sense of efficacy and their classroom management orientation can be predicted from their personality as measured within framework of the five factor model by the NEO-FFI in Iran & India.

1.7. Definition of Terms

**Classroom Management:** A broader, umbrella term describing teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction, and student behavior. Within this study, classroom management was defined as a multi-faceted construct that includes three broad dimensions-instructional management, people management, and behavior management as measured by ABCC inventory (Martin & Yin, 1997).

**Instructional Management:** Monitoring seatwork, structuring daily routines, and allocating materials (Martin et al., 1998).

**People Management:** What teachers believe about students as people and what teaches do to develop the teacher-student relationship (Martin et al., 1998).

**Behavior Management:** Preplanned means of preventing misbehavior rather than the teacher’s reaction to it (Martin et al., 1998).
**Interventionist Style:** An interventionist teacher emphasizes what the outer environment does to the human organism to cause it to develop in its particular way. These teachers are most controlling. In this study styles to the classroom management dimensions were measured by ABCC inventory.

**Non-Interventionist Style:** A non-interventionist teacher presupposes the child has an inner drive that needs to find its expression in the real world. The non-interventionist is the least directive and controlling.

**Interactionalist Style:** Interactionalists focus on what the individual does to modify the external environment, as well as what the environment does to shape the individual.

**Self- Efficacy:** Peoples’ judgments of their capabilities to organize and execute courses of action that require the attainment of designated types of performances (Bandura, 1997).

**Teacher Efficacy:** Teachers’ beliefs in their ability to have a positive effect on student learning or teachers’ beliefs that they can influence how well students learn, even those who may be difficult or unmotivated (Ashton, 1984). Within this study teacher efficacy was measured by Teacher Efficacy Scale.

**General Teaching Efficacy:** General teacher efficacy means teachers’ beliefs in the ability of teachers in general to influence student outcomes. (Bandura, 1997)

**Personal Teaching Efficacy:** Personal Teaching Efficacy means teachers’ beliefs about their own ability to affect student outcomes (Bandura, 1997).

**Personality Domain:** Refers to one of five major personality traits identified within the Five-Factor Model of personality. The five domains are named as follows: Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness (Costa & McCrae, 1992).
Neuroticism: Neuroticism is a measure of affect and emotional control. Low level on this factor indicates emotional stability whereas high level increases the likelihood of experiencing negative emotions.

Extraversion: The extraversion dimension contrasts an outgoing character with a withdrawn nature. High degree on this dimension consider person more physically and verbally active while low degrees person tend to be independent, reserved, steady, quite, and skeptic.

Openness: Openness is a measure of depth, breadth and variability in a person’s imagination and urge for experience. The factor relates to intellect, openness to new ideas, cultural interests, educational aptitude and creativity as well as a interest in varied sensory and cognitive experience. People with low openness are conventional, conservative and prefer familiarity.

Agreeableness: The agreeableness scale is linked to altruism, nurturance, caring and emotional support versus competitiveness, hostility, and indifference. People with low level of agreeableness consider critical, analytical, tough, and uncooperative.

Conscientiousness: Conscientiousness is a measure of goal directed behavior and amount of control over impulses. Conscientiousness has been linked to educational achievement and particularly to the will to achieve. Low level on this factor consider people careless, relaxed, and unorganized whereas high levels consider an organized, focused and timely achiever of their goals.

Higher Primary: This level covers grades 6 to 8 for students 11 to 13 years old in Iran and grades 5 to 7 for students 9 to 12 in India. Higher primary students have personal and educational needs that are different from those of students at the primary or high school level. These unique needs require an adequate response from their teachers. In this phase students
are simultaneously sophisticated young adults in search of solutions to their problems are in essence social problems epidemic in the world; these students are at the same time children particularly in need of quality assistance from their higher primary school teachers. Moreover, students in this level are very diverse in terms of developmental characteristics, and this diversity requires teachers to be creative and flexible in their teaching. Thus, much more attention must be paid to the preparation of those teachers who are going to teach these students.