

Personality Traits of Minority Arab Teachers in the Arab Educational System in Israel

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Abstract

The present research examined the personality traits prevalent among Arab teachers as a minority in the Arab educational system in Israel.

Personality traits has much significance in the prediction of human behavior in various situations. Personality traits affect a person's behavior. Usually personality traits do not change, and they are reflected in a person's behavior in various situations.

Teaching, like any other profession, requires specific traits, skills and personal abilities, a basis of extensive, professional knowledge and the appropriate perceptions and thinking. Teachers' personality traits play an important role in their work. There are correlations between people's personality traits and their behavior in various situations. Thinking styles constitute a central aspect of one's personality, whereas other researchers claim that personality traits and thinking styles overlap somewhat, but that each of them provides a unique contribution, with clear structures characterizing them. Personality traits explain a high percentage of the diversity in thinking styles and explain the variations in thinking styles in higher percentages.

Personality traits among Arab teachers as members of a national minority in Israel have not attained research attention up to now, despite this society undergoing rapid processes of change in social, economic, political, cultural and family spheres. In light of this, it is vitally important to study the subject and examine what personality traits are prevalent among Arab teachers as a minority in the Arab educational system in Israel.

185 teachers from the Arab minority participated in this research. The teachers responded to a questionnaire on personality traits, where research questions made use of theoretical statistics with the statistical analysis program SPSS.

The principle research findings revealed that the personality traits prevalent among Arab teachers in the Arab educational system in Israel are: extraversion, agreeableness and conscientiousness; despite this, traits of openness and emotional stability were less prevalent among them.

Keywords: Personality traits, Arab teachers, Arab educational system in Israel

1. Introduction

One of the basic objectives of the educational system is the creation of an education and study environment enabling students to optimally learn and develop in cognitive, social and emotional areas. The teaching profession requires specific personal characteristics, skills and abilities, a basis of extensive, professional knowledge and the appropriate perceptions and thinking (Belogolovsky & Somech, 2010; Kotov, Gamez, Schmidt & Watson, 2010). The teacher plays a unique and important role in the development of student abilities and tendencies, as well as positive traits and perceptions in their personalities (Belogolovsky & Somech, 2010). Research on personality traits is vitally important in predicting a person's behavior in various situations (Judge & Ilies, 2002). Personality traits affect a person's behavior. Usually, personality traits do not change, and they are reflected in a person's behavior in various situations. Teachers' personality traits play an important role in their work (Diener & Lucas, 1999; Ozer & Benet-Martinez, 2006). Another group of researchers has revealed a correlation between personality traits and mental and physical health (Diener & Lucas, 1999; Hampson & Friedman, 2008).

Researchers claim that personality traits and thinking styles overlap somewhat, but that each provides a unique contribution, with clear structures characterizing them (Larson, Rottinghaus & Borgen, 2002; Riding & Wigley, 1997; Roodenburg, Roodenburg & Rayner, 2012; Zhang, 2006). Zhang (2002, 2006) conducted a number of research studies, discovering that personality traits explain a high percentage of the diversity in thinking styles. Additional research has revealed that personality traits explain the diversity in thinking styles in higher percentages (Rosander & Bäckström, 2012). Some researchers believe that thinking styles are more easily changed than personality traits (Chamorro-Premuzic & Furnham, 2009).

2. Theoretical Background

Personality traits are usually reflected in a person's behavior in different situations. Researchers have found that personality traits play an important role in human life (Diener & Lucas, 1999; Ozer & Benet-Martinez, 2006). Professional literature states various definitions for personality traits, According to Eiznick (1993) as stated by Sofian (2004), personality traits constitute a group of behavioral actions, and differences among people are in the ranking of each trait and not in the types of traits (Sofian, 2004, p.12). Personality trait is a set style of personality that characterizes and explains the diversity among individuals (Eiznick, 1993).

Costa & McCrae's five major personality traits model (1992) is a sequel of comprehensive, empirical knowledge that has led to the definition of five major personality traits serving as a description of personality. According to this model, one can attribute a variety of behaviors and emotions into five major traits (Neuroticism, extraversion, Agreeableness, Conscientiousness and Openness). The model has been found to be stable and consistent with much other research among different cultures and has been tested in a great variety of areas, including personal assessment, work behavior, life satisfaction, work satisfaction and more. The model has been found to be in wide consensus among researchers and psychologists (Kotov, Gamez, Schmidt & Watson, 2010).

A 'neurotic' person tends to have feelings of inferiority, tension, anxiety, depression, anger, over-sensitivity and lack of confidence. People rated low on the scale of neuroticism are characterized by emotional stability, in contrast to neurotics, who are characterized by lack of self-satisfaction and find it difficult to adapt to life needs (Zhang, 2006; Judge & Ilies, 2002). The ability of neurotics to cope with work pressure is low, and their self-control in outbursts is low (Bruk & Allen, 2003). In contrast are emotionally stable people, who are flexible and adaptive (Alsalem, 2006; Kotov, Gamez, Schmidt & Watson, 2010).

An 'extrovert' is characterized as being socially involved, enjoying spending time with others and respectful of tradition and authority. On a thinking level, the extrovert tends to interpret the external world using logic, and lives by set rules, whereas introverts direct their thoughts and feelings inwards, are very sensitive but do not show their feelings (De-Read, 2000; Zhang, 2006).

'Open' people accept the values and beliefs of others. They are open to experimentation and interested in new ideas. People with a high level of openness are characterized by imagination, cognitive openness and visions of the future. They are tolerant and curious about their external and internal worlds (Zhang, 2006). At the other end of the spectrum, the conservative person holds tradition and feels comfortable with familiar things (Alsalem, 2006).

Someone characterized by 'agreeableness' is usually generous, comfortable with interpersonal relations, flexible, trusting, cooperative, forgiving, considerate and tolerant. At the other end of the spectrum will be people characterized by hostility, indifference and lack of concern for others. This helps one cope with life's problems and pressures. People characterized by agreeableness often trust themselves, love to cooperate with others, respect and admire others (Zhang, 2006; De-Read, 2000). They like to help others, particularly their work colleagues. On the other side are the people who focus on their personal norms and needs at the expense of group norms, and in social situations may be egoists and suspicious (Alsalem, 2006).

A 'conscientious' person is characterized by a sense of responsibility, caution, thoroughness, aspiration for achievement, organization and planning, hard work, persistence and self-discipline. At the other end of the scale is lack of conscience. A study conducted by Mount & Barrick (1995) revealed that conscientiousness includes the traits of a cautious, responsible, organized, efficient and well-planned person – a person characterized by competition and achievements. Conscientiousness is the most valuable trait distinguishing between a good and bad person (Feather & Rauter, 2004). This characteristic includes individual differences in planning, organization and performance of tasks (Bruk & Allen, 2003). A conscientious person controls his/her emotions, has willpower and strives to achieve objectives, as well as self-control and responsibility, with a high level of organization and focus on attaining objectives (Zhang, 2006). On the other side is the person with a low level of conscientiousness, characterized by a lack of concentration and spontaneity (Alsalem, 2006; Kotov, Gamez, Schmidt & Watson, 2010).

A common assumption among researchers is that a person's position on the five-dimensional continuum of personality is fixed; having been set during adolescence, partially stemming from a result of heredity and partially due to the shaping environment, every person has personal characteristics that affect their behavior (Feather & Rauter, 2004). Another hypothesis claims that the five major personality traits are universal, regardless of any particular culture, beyond the culture comprising part of the molding environment (Judge & Ilies, 2002; Mount & Barrick, 1995).

According to Costa & McCrae's (1992) the five-major-personality-traits model, each characteristic is bipolar, eg: extraversion vs. introversion (Gosling, Rentfrow & Swann Jr, 2003). People are positioned somewhere between the two poles, such that a person may be characterized by a high level of extraversion and another by a high level of introversion.

Goldberg (1992) states that identification of the five personality components was a scientific breakthrough in personality research and the beginning of research treatment of a problem that had never been seriously resolved.

Research has shown a correlation between personality traits and physical and mental health (Feldt & Woelfel, 2009; Hampson & Friedman, 2008), revealing that personality traits play a significant role among people with emotional regulation, where the trait of emotional stability is mostly found to be a predictor of positive feelings and successful emotional regulation (Hassani, Azadfallah, Tabatabaie & Ashayeri, 2008; Kokkonen & Pulkkinen, 2001). Personality traits predict scholastic achievements and functioning at work, where conscientiousness is always found to be a positive predictor of these variables (Mount, Barrick & Stewart, 1998; Nofle & Robins, 2007; Paunonen, 2003). Personality traits are prominent in social relationships, including parent-child relations, social and organizational group relations, where extraversion, agreeableness and conscientiousness were found to be factors in these relations and emotional stability was found to contribute to these relations (Belksy, Jaffee, Caspi, Moffitt & Silva, 2003; Clark, Boccaccimi, Caillouet & Chaplin, 2007; Kotov, Gamez, Schmidt & Watson, 2010).

Of the five character traits, conscientiousness constitutes the most efficient predictor for a variety of important behaviors at work and its surroundings (Mount & Barrick, 1995). A positive correlation has been proven between conscientiousness and work performance (Fallan, Kudisch & Fortunato, 2000). Also examined were integrity tests, teamwork, irresponsible behavior, non-functioning, work turnover, and absenteeism (Kotov, Gamez, Schmidt & Watson, 2010). Research has revealed a particularly strong correlation ($r = 0.91$) between conscientiousness and integrity tests. People who are obedient, responsible and trustworthy also tend to be rated highly in tests measuring honesty, integrity and trust (Ones, Viswesvaran & Schmidt, 1996). Research found that the traits comprising conscientiousness (achievement and reliability) have the highest negative correlation for irresponsible behavior (Judge & Ilies, 2002).

Occupational psychologists claim that the less conscientious an employee, i.e. ranking low on characteristics like responsibility, obedience, organization and neatness, the more they will tend to display non-functioning behaviors at work, such as theft, sabotage and unnecessary absenteeism (Ashton, 1998). The conclusion from these studies is that conscientious employees (responsible, high achievers, reliable) are good employees for an organization, whereas employees ranking low in this characteristic are involved in a variety of non-functioning behaviors in the organization.

Various works of research report on a positive correlation between extraversion and positive attitudes and behaviors at work, pointing to a negative correlation between these characteristic and negative behaviors at work (Hartman & Betz, 2007; Mount & Barrick, 1995).

Most works of research examining neurotic characteristics have reported on the tendency of a neurotic person to be dissatisfied from work and career and to display a low level of functioning at work, even showing revengeful behaviors towards the organization (Hartman & Betz, 2007). It can be assumed that the higher a person ranks on the scale of neurosis, the more they may tend towards revengeful behaviors in the organization.

The characteristic of agreeableness is in positive correlation with good work functioning, Hartman & Betz (2007) Research has shown that people ranking high in agreeableness display less aggression and hostility towards others.

Research has revealed discrepancies between the sexes in the Big Five Characteristics. Women were found to rank higher than men in neurosis, agreeableness, openness and in some aspects of extraversion (Feingold, 1994; Lehmann, Denissen, Allemand & Penke, 2013).

Personality traits affect people's behavior, Mehl, Gosling & Pennebaker (2006) state that personality traits predict the way study subjects spend their free time. It was found that people ranking highly on agreeableness and extraversion tended more towards volunteering activities (Carlo, Okun, Knight & DeGuzman, 2005), in contrast to those ranking

lower in agreeableness and conscientiousness, who tended more towards delinquency (Wiebe, 2004).

Various works of research have attempted to distinguish the personality traits that teachers bring to good teaching and efficient learning by students (Cano-Garcia, Padilla-Munoz & Carrasco-Ortiz, 2005). Findings point to characteristics like: Resourcefulness: originality, creativity; Emotional stability: self-control, seriousness, patience and tolerance; Lightness: optimism, enthusiasm and sociability; Objectivity: fairness, openness; Impulsiveness: persistence, motivation; dominance: self-confidence, determination, Assertiveness; gentleness: good taste, humility and modesty, Dedication; cooperation: friendliness, flexibility; Trustworthiness: accuracy, honesty, responsibility, conscientiousness, (Constantinos, 2007; Kessler & Tater, 2007). Several works of research have studied the personality traits prevalent among teachers (Belogolovsky & Somech, 2010; Jaber, 2012). One study, by Vorkapić (2002), examining the personality traits of teachers in Croatia, found that kindergarten teachers perceive themselves as being quite outgoing, very agreeable, very conscientious and very open. Albeqii (2012) studied the personality traits prevalent among student teachers at schools of education at Jordan University, finding that the most prevalent traits were agreeableness and conscientiousness, and the least prevalent was emotional stability.

Jaber (2012) also studied personality traits among Palestinian students at Gaza University, and found that openness and emotional stability did not characterize them at all, whereas the most prevalent trait was conscientiousness, followed by extraversion and agreeability.

Grosbard (2013) studied vector thinking among Jews and Arabs in Israel and found that the most prevalent thinking vector among Arab participants was external, while the most prevalent thinking vector among Jewish participants was internal. In other words, Grosbard findings reveal that people who live in societies with external thinking vectors tend more towards extraversion and are more perceived as being agreeable (Grosbard, 2012).

Personality traits are very significant in predicting people's behaviors in different situations, assisting in the understanding of professional behaviors. A number of researchers (Zhang & Sternberg, 2002; Albeqii, 2012), Claim that thinking styles constitute an aspect of personality. In contrast, researchers feel that personality and thinking styles overlap somewhat, but that each of them contributes uniquely and has clear structure (Roodenburg, Roodenburg & Rayner, 2012; Zhang & Sternberg, 2002). Regarding the ability for change in personality traits and thinking styles, researchers believe that thinking styles are more conducive to change than personality traits (Chamorro-Premuzic & Furnham, 2009; Zhang & Sternberg, 2002).

The Arabs minority in Israel, following its exposure to different cultures, is undergoing changes in society, education, status of women, socio-cultural areas. However, it is still characterized as a developing society undergoing a process of modernization, yet shows clear signs of conservatism. The basic concepts of conservatism are: a high value attached to customs and traditions; a belief in the irrational nature of mankind; faith in some supernatural force guiding human affairs; acceptance of human inequality and social hierarchy; recognition of the need for a sense of community among individuals (Abu Hussain, 2015).

Among the Arabs minority in Israel, there is an emphasis on identity and the collective self as formulated and influenced by family, community, ethnic and national identity, and less on individual identity. The components of the individual self are values, control and needs, mostly collective, where the individual is expected to give up these components for the greater good. Social values in the Arab minority culture in Israel include the individual's commitment to family and relatives, partnership, modesty, moderation and fulfilling the needs of others via sacrifice of personal needs (Jaraisy, 2013).

The Arabs minority in Israel is in transition phase. On one hand, it wishes to preserve values and standards that suited a conservative society in the past; on another, it desires to go through modernization and remain up-to-date with the civil society. This puts the individual in a conflicting situation between the values of the conservative past and modern present. Thus, despite their desire to change and evolve, being themselves the product of the traditional Arab education, restoring many of the teachers what's inside the classroom and finds it difficult to adopt different educational perspectives of those who were teachers who taught them. Most Arab teachers continue to take traditional pedagogical approaches (Abu- Hussain & Essawi, 2014).

The personality traits of Arab teachers as an ethnic and national minority in Israel have not received much research attention up to now, despite this society's undergoing swift processes of social, economic, political, cultural and familial changes, and despite the significance and influence of teachers' personality traits on their daily lives at school. In light of this, it is crucial to research this matter and to determine which personality traits are most prevalent among Arab teachers as a minority in the Arab educational system in Israel.

Arab teachers in Israel are not encouraged to think creatively (Abu Hussain, 2015). They display negative attitudes

towards their students, do not offer students challenges and neither permit them independence nor self-fulfillment (Abu Hussain, 2015; Mahamid, 2012). Teachers do not enable their students to share their opinions, nor to offer alternative solutions. In these cases, the teachers feel distress. Teachers do not enable study of trial and error. The teachers themselves are not creative, do not refresh materials and are not curious to further their knowledge (Mahamid, 2012). Most of the school students are required to obey their teachers or face punishment. Teacher-student relations at Arab schools in Israel are characterized by an authoritarian style that demands obedience and respect from their students. A 'good' student is conformist and disciplined, and a creative student who enjoys debate may be considered insolent, undermining the teacher's exclusive professional authority.

The research referred to above points to the potential effect of personality traits on a person's behavior in various situations; being aware of teachers' personality traits can contribute much to their training process and to an understanding of their professional roles in education.

Based on the above theoretical background, the following are my research hypotheses:

1. The most prevalent personality traits among Arab teachers as a minority will be extraversion, agreeability and conscientiousness.
2. Differences in teacher personality traits will be found according to variables in their backgrounds (such as gender, teaching experience and grades taught).

3. Research Method

3.1 Participants

This research involved the participation of 185 Arab teachers in Israel, including kindergarten, elementary schools and high schools in Arab villages and cities. The teachers were selected at random from a list provided by the Ministry of Education.

3.2 Research Tools

This research based on data collected through a self-reporting questionnaire that was distributed among Arab teachers. The questionnaire included questions regarding teachers' background variables (demographics), as well as measures on the principal research variable (personality traits).

The Five-Personality-Traits questionnaire is a briefer version of the Big Five (five major personality traits questionnaire), which is more complex and incorporates a larger number of items (Costa & McCare, 1992).

Our questionnaire was translated into Arabic by El aNsari (1997). In this present study, the Arabic version was utilized, comprising 44 items referring to various personality traits. Participants were asked to rank the degree of their agreement with the various traits on an ordinal scale of 5 levels, where "1" refers to "do not agree at all" and "5" refers to "strongly agree". The questionnaire was divided into five personality traits:

1. *Neuroticism* – represents differences among individuals in their tendency to experience tension, anxiety, depression, anger, emotional instability, lack of confidence, low self-esteem, nervousness and cowardice. People who rank low on the scale are characterized by **emotional stability**, as opposed to neurotic people who are characterized by a lack of self-satisfaction and find it difficult to adapt to life's needs. This measure included 8 items, where the reliability of the measure obtained in El aNsari research (1997) was ($\alpha = .76$).
2. *Extraversion*- This measure is characterized by a high social need, an ability to connect, a tendency to talk and activity. This measure included 8 items, where the reliability of the measure obtained in El aNsari research (1997) was ($\alpha = .80$), and in the present research was ($\alpha = .76$).
3. *Agreeableness*: This measure is characterized by generosity, flexibility, confidence and trust, easygoingness, cooperation, consideration, tolerance and forgiveness. The other end of this scale is antagonism and hostility. This sub measure included 9 items, where the reliability of the measure obtained in El aNsari research (1997) was ($\alpha = .68$), and in the present research was ($\alpha = .73$).
4. *Conscientiousness*: This measure is characterized by responsibility, caution, thoroughness, aspiration for achievement, organization and planning, hard work, persistence and self-discipline. The other end of the scale is lack of conscientiousness. This measure included 10 items, where the reliability of the measure obtained in El aNsari research (1997) was ($\alpha = .73$), and in the present research was ($\alpha = .75$).
5. *Openness*: This measure is characterized by a developed imagination, curiosity, openness to experimentation, originality, broad horizons, intellectual interest and artistic sensitivity. The other end

of the scale is conservatism. This measure included 9 items, where the reliability of the measure obtained in El aNsari research (1997) was ($\alpha = .76$), and in the present research was ($\alpha = .83$).

3.3 Research Layout

The present research is a correlative work that examines prevalent personality traits among Arab teachers in the Arab educational system in Israel.

Research variables: personality traits, gender, teaching experience and grades taught.

3.4 Research Procedure

The questionnaire was distributed to teachers via the researchers themselves, and the objectives of the research were explained, with an emphasis on the data being anonymous and used only for research. All of the teachers returned the full questionnaires at that same meeting. Data processing was undertaken with the SPSS statistical analysis program, using theoretical statistics to examine the two research hypotheses.

4. Findings

Research hypothesis 1: Personality traits prevalent among Arab teachers will be extraversion, agreeableness and conscientiousness.

Table 1. Personality Traits Prevalent Among Arab Teachers (N=185)

Personality trait	Average (S.D.)	Percentage %
Emotional stability	2.45 (0.64)	45%
Extraversion	3.59 (0.51)	82%
Openness	2.65 (0.45)	48%
Agreeableness	3.77 (0.46)	83%
Conscientiousness	3.08 (0.57)	72%

Table 1 above shows that the most prevalent personality traits among Arab teachers were agreeableness, 83% - ($M=3.77$, $SD=0.46$), extraversion, 82% - ($M=3.59$, $SD=0.51$) and conscientiousness, 72% - ($M=3.08$, $SD=0.57$). In contrast, less prevalent traits include openness, 48% - ($M=2.65$, $SD=0.45$) and emotional stability, 45% - ($M=2.45$, $SD=0.64$).

Second research hypothesis: Differences in personality traits will be found among teachers according to their background variables (gender, teacher experience and grades taught).

Table 2. Differences in Personality Traits among Teachers According to Teaching Experience

Personality Traits	New teachers (N=25)		Teachers with moderate experience (N=56)		Veteran teachers (N=104)		Value F(2,147)	Statistically clear
	Av.	S.D.	Av.	S.D.	Av.	S.D.		
Neuroticism	2.26	0.50	2.62	0.62	2.41	0.64	2.32	0.10
Extraversion	3.61	0.39	3.64	0.55	3.58	0.53	0.16	0.85
Agreeableness	3.73	0.50	3.73	0.47	3.79	0.47	0.27	0.76
Openness	2.99	0.31	3.07	0.46	3.06	0.44	0.21	0.80
Conscientiousness	3.12	0.53	3.11	0.62	3.05	0.56	0.17	0.83

The findings in Table 2 above show no clear statistical differences in personality traits attributed to teaching experience. However, it appears that teachers with moderate teaching experience have higher averages in personality traits of neuroticism, extraversion, openness and conscientiousness.

Table 3. Differences in Personality Traits among Teachers According to Gender

Personality Traits	Male teachers (N=73)		Female Teachers (N=112)		Value t(153)	Statistically Clear
	Av.	S.D.	Av.	S.D.		
Neuroticism	2.49	0.64	2.44	0.64	0.15	0.87
Extraversion	3.73	0.49	3.57	0.52	1.39	0.16
Agreeableness	3.68	0.49	3.79	0.46	0.99	0.32
Openness	3.05	0.49	11.3	0.41	0.23	0.81
Conscientiousness	3.20	0.50	3.05	0.59	1.07	0.28

The findings in Table 3 above show no clear statistical difference in personality traits between male and female teachers. However, averages were higher for neuroticism, extraversion and conscientiousness, although averages for agreeableness and openness were higher among female teachers.

Table 4. Differences in Personality Traits among Teachers According to Grades taught

Personality Traits	Kindergarten teachers (N=74)		Elementary school teachers (N=63)		Junior High & High School teachers (N=48)		Value F(2,146)	Statistically clear
	Av.	S.D.	Av.	S.D.	Av.	S.D.		
Neuroticism	2.38	0.57	2.63	0.63	2.43	0.71	2.31	0.10
Extraversion	3.59	0.47	3.59	0.53	3.56	0.56	0.05	0.94
Agreeableness	3.75	0.48	3.78	0.51	3.73	0.39	0.14	0.86
Openness	3.09	0.45	3.10	0.40	2.98	0.43	1.08	0.34
Conscientiousness	2.96	0.56	3.25	0.54	3.08	0.55	3.55	0.03

The findings in Table 4 above show no clear statistical difference in personality traits among teachers according to grades taught, aside from the personality trait of conscientiousness, which was found to be statistically clear. The average for teachers in elementary school was found to be higher than that of kindergarten, junior high and high school teachers.

5. Discussion

This research examines the most prevalent personality traits among Arab teachers in Israel and the variance among them according to different background variables. In this section, we discuss the findings and compare those from the present research to earlier findings. We discuss the significance of the findings as well as research limitations and offer recommendations on both a theoretical and practical level.

The first research hypothesis was that personality traits prevalent among Arab teachers would be agreeableness, extraversion and conscientiousness. Findings have shown reported that the most prevalent traits among Arab teachers are agreeableness, extraversion and conscientiousness. Less prevalent traits were found to be openness and emotional stability, thus confirming the hypothesis. This finding is supported by Jaber findings (2012), where the prevalent personality traits among Palestinian students in Gaza were studied, with participants reporting on a low level of openness and emotional stability and a high level of extraversion and agreeableness. This research work's findings are also supported by Albaqii findings (20-12), based on personality traits prevalent among student teachers in Jordan University and finding that the most prevalent personality traits among student teachers were agreeableness and conscientiousness, where the least prevalent trait was emotional stability. In addition, the first hypothesis's findings were almost fully supported by Vorkapić (2012), whose findings showed that teachers in Croatia perceive themselves as being very outgoing, agreeable, conscientious and open, and less emotionally stable.

These findings clearly illustrate that the personality traits of openness and emotional stability are less prevalent among Arab teachers, whereas the personality traits of extraversion, agreeableness and conscientiousness are more prevalent. We can attribute these findings to Grosbard findings (2013), in his study on thinking vectors among Jewish and Arab participants in the State of Israel. His findings revealed that the prevalent thinking vector among Arab participants was external and among Jewish participants was internal. In other words, Grosbard suggests that

societies with external thinking vectors tend more towards extraversion, which is perceived as agreeableness. Arab society in Israel is characterized with less openness and less emotional stability, and, as members of a native ethnic minority living in a developing society with the hallmarks of traditionalism, Arab teachers respect tradition and authority, and are perceived as being more pleasant than teachers in western societies with internal thinking vectors, who position the ego in the center and are characterized more by openness and emotional stability.

These findings have great significance in a teacher's vocation because a teacher's personality traits are linked to their vocation from various aspects, including trust, teaching attitudes, burnout, teaching and evaluation methods, etc. (Cano-Garcia, Padilla-Munoz & Carrasco-Ortiz, 2005; Chamorro-Premuzic, Furnham & Lewiz, 2009; Constantinos, 2007).

The personality trait of openness, which does not characterize most Arab teachers, is very important for teachers, being linked to openness to new experimentation such as adaptation of teaching methods, innovative evaluation and study appropriate to the generations of students in the 21st century (Zhang, 2002).

The second research hypothesis was that differences would be detected in personality traits among teachers according to their background variables (gender, teaching experience and grades taught). Findings revealed no clear statistical differences in personality traits among teachers attributed to teaching experience, gender or grades taught. However, it was found that neuroticism, extraversion and conscientiousness characterize male teachers more, while female teachers are more characterized by agreeableness and openness – a finding supported by Vorkapić (2012).

Female Arab teachers suffer from general discrimination as females in an Arab minority modified by the Israeli establishment, similar to the rest of Arab society, and also from their low status as females within Arab society itself. The gender hierarchy existing in Arab society is expressed in its schools as well, and with Israel's Arab minority being exposed to other cultures, changes are evolving in society, education, status of women, sociocultural areas and more (Abu Hussain, 2015). It appears that the agreeableness and openness characterizing female teachers more is a result of their desire to release themselves from the bonds of society and the need for a change in reality in teacher equality.

6. Recommendations

In the theoretical and methodological perspective, we recommend conducting future research that would include a larger sampling, including teachers from various teaching systems throughout the Arab educational system in Israel, and including Muslims, Christians and Jews. Briefly explain why Perhaps a comparison might be made with other global societies (traditional as well as modern), because personality traits may be perceived differently in different global societies. In addition, we recommend studying the correlation of personality traits with other variables, using both qualitative and quantitative research tools.

In the From a practical perspective, we recommend that teaching colleges take into account the personality traits of their potential students upon acceptance, as well as teaching courses in their programs whose objectives are the development of openness and emotional stability, which, according to this research, are not prevalent among Arab teachers. Explain how they could/should do this. We also recommend that decision-makers in the Ministry of Education consider teacher personality traits when hiring them. How? Finally, in light of the contribution of personality traits to the improvement of teaching methods, teacher study and evaluation, we recommend conducting the appropriate intervention program in the professional development of teachers and administrators, to nurture the desired and preferred personality traits and to raise awareness of this matter.

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