Openness Personality among Autistic Children Teachers in Malaysia. A Case Study in One Private Centre.

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Abstract
Purpose: This study is conducted to identify the openness personality among teachers in private autistic children centre. This research used a qualitative methodology measuring two dimensions of openness personality (1. special interests to enhance engagement and 2. the use of visual organizers and strategy tools for increasing representation).

Design/Methodology/approach: The openness personality defines based on Big Five Personality Model by Jung and discussed further with current research’s scholars in early 2010s. The thematic analysis was used to identify the openness personality dimensions.

Findings: The result shown the openness personality among teachers with experienced less than three years working in this autistic children field were higher than those experienced less.

Research limitation/implications: Researcher had proposed the management of the autism centre, to allocate more provisions as to enhance the motivation of working and reduce the level of Neuroticism among teachers in this private autistic centre. Recommended further studies be conducted on a larger population groups in particular of teachers.

Keywords: Personality, Autistic, Education, Psychology, Thematic Analysis Technique

Introduction
Common issues in research are more pollutant to enhance the human capital among adolescence academic and performance as well as the developmental of normal human being perception and aggressiveness. Instead we are sometime misplaced the certain issues happened in our community.
The most common issues faced by community in Malaysia is the increases of an autistic children (NASOM, 2018). However, past years happen, the autism people specifically children in autistic being born day by day. Most core factors are relevant with current need of human in experiencing urban life. Recent research found that among the 934 parents who were surveyed, approximately 77% had children on the spectrum attending mainstream schools. It also found that, in general, teachers only felt slightly confident in their ability to support students with autism, while parents were even less certain of teachers’ confidence (Framingham, 2018) to teach their children with autism. Teachers, then, need to have a better understanding of autism and how it may affect learning. They also need help putting appropriate strategies in place.

There are multiple ways to increase forms of engagement, representation, and expression to better support students with Autism Spectrum Disorder (ASD). These include supports for routines and procedures, priming, and special interests to enhance engagement; the use of visual organizers and strategy tools for increasing representation; and finally, the use of structured assignments, task analyses, and choice to improve expression. When these strategies are used in inclusive settings and included in everyday lesson plans, teachers may gain better results within the classroom, require less “on the fly” adaptations, and continue to supports students on the autism spectrum (Denning, and Moody, 2013).

Including the suggested supports in the inclusive classroom may also increase engagement, learning, and work completion, and decrease the extent to which teachers need to specifically modify instruction for a student with ASD and having higher openness personality is a plus value to the teachers. It is clear shown how this research being one of the beginning step to psychologist in having depth exploring the current need of the study in ASD continuously re-implant by personality perspectives. Personality is a unique, stable, and individual characteristic that differentiates one from others including an individual’s emotion, values, attitude, and aptitude. Based on the scientific term in American Psychological Association (APA), personality compose of individual differences in characteristic patterns of thinking, feeling, and behaving (APA, 2017). Openness personality among teachers, whom directly contacts with autistic children will help them to further more understanding in the complexity of this Autism Spectrum Disorder.

Individuals that have higher openness tend to lean towards being artists or writers in regards to being creative and appreciate the significance of the intellectual and artistic pursuits (Friedman and Schustack, 2016). In summary, it is important that teachers with higher openness personality supports for students with ASD if they aim to promote understanding, independence, and academic achievement among ASD children. Malaysian begin with many training aspects included personal develop workshop, teaching assisting method practice and so on. However, into psychological aspect such as personality, social status and mental capacity of the teachers, Malaysian need to be ponder and realistic.

First and foremost, openness to experience has been described as the depth and complexity of an individual’s mental life and experiences (John and Srivastava, 1999). It is also sometimes called intellect or imagination. Openness to experience concerns an individual’s willingness to try to new things (Jung; 1955 in Zache; 2015) to be vulnerable, and the ability to think outside the box.
Universalism values is linked to openness, which include promoting peace and tolerance yet seeing and treating all people as equally deserving of justice and equality (Douglas, Bore, and Munro, 2016). Concerning the other Big Five factors, openness to experience is weakly related to neuroticism and extraversion yet is mostly unrelated to agreeableness and conscientiousness (Ones, Viswesvaran, and Reiss, 1996). Those who high in openness may asset their dominance in exploring the world, selves and passions.

Community support involved are having greater impact towards teachers (Tager and Kasari, 2013), family and children himself. The aim of this research is to create more extinct and scientifically support literature on teachers in autistic field and researcher believed by promoting the first step there will be another step of emptiness from our Malaysians toward this autistic (Zache, 2015) issues. Children who are autistic may have repetitive, stereotyped body movements such as rocking, pacing, or hand flapping. They may have unusual responses to people, attachments to objects, resistance to change in their routines, or aggressive or self-injurious behavior. (Kerry and Jonathan, 2016).

However, they are still part of us and as an educator like teacher, lecturer, and researcher, we must have concerned and being good supporters.

**Literature Review**

The study was conducted in order to justify the border of extinct in ASD field combined with the experts included the teachers, parents, peers, non-profit govern as well empathized citizens with their understandable personality (Kerry and Jonathan, 2016) such as openness or agreeableness. The research hypothesis stated that the higher openness of teacher the higher tenderness of teaching ASD with rationalism and handsomely respect. Moreover, the other objective of the study declared the openness personality among ASD teachers with more than three years working experienced in ASD field are slightly higher compared with the new beginners.

The openness personality level defines based on Big Five Personality Model by Jung (Zache, et.al) and discussed further with current research’s scholars like. It represents the growth and development of the overall psychological system of an individual. By right in face-to-face communication, one’s personality can be interpret by other’s spoken words, gestures, and behavior. Zache studied the Big Five personality characteristics as both predictors and outcomes of upward job changes into managerial and professional positions (teachers). Zache and his friends tested the hypotheses by applying event history analyses and propensity score matching to a longitudinal dataset collected over five years from employees in Australia. Results indicated that participants’ openness to experience not only predicted, but that changes in openness to experience also followed from upward job changes into educational professional (Nieß and Zache, 2015). The educating profession then correlated further with Kerry and Bern studies. Kerry and Jonathan (2016) discusses on children learning styles in autistic children with teacher adaptation and openness personality. Collective communities like Malaysians, are likely to be more independent and realistic towards the current needs or issues within the small group.
Table 1: The characteristic for teacher whom having openness personality (Zache et. al, 2015)

<table>
<thead>
<tr>
<th>No.</th>
<th>Characteristic</th>
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<tbody>
<tr>
<td>1.</td>
<td>• Love in arts and culture</td>
</tr>
<tr>
<td>2.</td>
<td>• Ability to recognize the attention or limit in people surrounds</td>
</tr>
<tr>
<td>3.</td>
<td>• Adjustable to new culture and customs</td>
</tr>
<tr>
<td>4.</td>
<td>• Able to tame their emotions</td>
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<tr>
<td>5.</td>
<td>• Intellectual adjusting</td>
</tr>
<tr>
<td>6.</td>
<td>• variety of keen and interest</td>
</tr>
<tr>
<td>7.</td>
<td>• likely to re-built and improvised engagement</td>
</tr>
<tr>
<td>8.</td>
<td>• Creative in use the environment</td>
</tr>
<tr>
<td>9.</td>
<td>• Multi-way used object or method to archived the target</td>
</tr>
<tr>
<td>10.</td>
<td>• Love challenges</td>
</tr>
</tbody>
</table>

Method
The design of this study is a case study which used an interview method. An interview was used structured interviews and open so that all the required information can be communicated to the researcher. Qualitative data obtained through these interviews is to ensure the validity of the themes identified supporting objective of the research.

Structured interviews were chosen and the instruments included two individuals (the researcher and respondent), then the voice recorder, a notepad and a set of interview questions (Revelle, 2013). Questions asked include dimensions were measured in the level of openness personality (1. special interests to enhance engagement and 2. the use of visual organizers and strategy tools for increasing representation). This study was conducted on teachers, range age between 23 to 32 years old with teaching experienced on autistic children divided into two groups with less than three years working experienced and more than three years. Thematic Analysis Technique or content analysis was used to analyse the interview data. This analysis is often used in qualitative research and are used to identify themes, concepts and meanings. Thus, content analysis requires coding system (Mahmood and Sawssan 2012) associated with a research information. Coding facilitate researchers understand the information obtained and to guide him to choose whether that should be focused in answering the research questions. Advantages of this content analysis which is performed after the data collection process.

Findings
The most noticeable theme (findings) gathered by asking teachers in their openness personality based on special interests to enhance engagement and the use of visual organizers and strategy tools for increasing representation were being told to researcher for this study during interview session shown in the table below:
Table 2: Result of The Triangulation Data Gathered by Interview

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Themes</th>
<th>Big–Five Personality (Openness)</th>
</tr>
</thead>
</table>
| A (23 years old) with less than 3 years working experienced in autistic children | Understanding autistic concept: yes  
Aware the issues faced by parents: yes  
-1. - difficulty to control emotions  
-Engagement - aware on child strength & weakness  
-listen to the mumbling  
-2. Use of tools - can’t control the autistic child  
-used the doll or toys to calm down the situation | 1. special interests to enhance engagement  
- More likely in artistic and cultural experiences  
- Aware of people’s attention or limit  
- Open to unfamiliar culture and customs  
- High EQ by controlling their emotions to any situation faced.  
- Intellectual and having wide variety of interests. 

Rephrased by meta-analysis (Zache et. al, 2017) |
| B (24 years old) with less than 3 years working experienced in autistic children | Understanding autistic concept: yes  
Aware the issues faced by parents: yes  
-1. - difficulty to control emotions  
-Engagement - still ambiguous on child strength & weakness  
-listen to the mumbling  
-2. Use of tools - can’t control the autistic child  
-used the doll or toys to calm down the situation | 2. the use of visual organizers and strategy tools for increasing representation  
- Having the same meaning with creativity, intelligence and knowledge.  
- Creative to used significance surrounded object or method to archived |
| C (28 years old) with more than 3 years working experienced in autistic children | Understanding autistic concept: yes  
Aware the issues faced by parents: yes  
-1. - control own emotions by time  
-Engagement - recognize the child strength & weakness  
-not listen but more to educated through directions and skins hip  
-2. Use of tools - can control the autistic child  
-used the videos and audio voice to calm down the situation |  |
| D (32 years old) with more than 3 years working experienced in autistic children | Understanding autistic concept: yes  
Aware the issues faced by parents: yes  
-1. - control own emotions by time  
-Engagement - recognize the child strength & weakness  
-not listen but more to educated through body language (eg;eye sharping) and skin ship  
-2. Use of tools - can control the autistic child  
-used the doll or toys to calm down the situation |  |
Results
Result shown experiences teacher more than three years Children with ASD interpret their emotion differently due to different cognitive, emotion (Bressert, 2017) and communication ability compare to other children. They might do things unusually and can cause problems to other people especially to their teacher at school. Teacher should be able to control their behavior and use method to engage with them. At school age, they respond to others’ emotional expressions with less concern and comforting behavior or empathic behavior; they do not easily share their own affects or emotions with partners. This weakness of empathy in children and adolescents with ASD has been widely reported and empathic responses (Chaste, 2012) in social scenarios are specifically trained. Essentially this research will contribute more to discovering the personality of teachers can be useful in teaching on autistic children. Recent research, Victoria examined relationships of personality to memory (experiences) or non-memory cognition in multiple sclerosis. 80 patients completed a cognitive battery and a personality scale measuring the “Big 5” traits: openness, neuroticism, agreeableness, extraversion, and conscientiousness. Memory was most related to openness, with higher openness linked with experiences and lower risk for memory impairment, controlling for age, atrophy, education and intelligence quotient (Victoria . et.al, 2017). Result shows, teacher with higher working experiences in autistic children field are having higher openness traits of personality.

Discussion and Conclusion
It claims that human personality consists of five factors; Extroversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to experience (Jung in Zache, 2015). These five factors do not provide completely exhaustive explanations of personality, but they are known as the “Big Five” because they encompass a large portion of personality-related terms. A popular acronym for the Big Five is “OCEAN” (John, 2016; Samuel, 2010).

These research findings are supported by Kerry (2016). Based on openness personality and teacher influencer, the finding discusses on children learning styles in autistic children with teacher adaptation and personality. Inclusive education requires teachers to adapt to children’s learning styles. Children with autism spectrum disorder bring challenges to classroom teaching, often exhibiting interests restricted to particular topics.
Teachers can be faced with a dilemma either to accommodate these restricted interests (RIs) into teaching or to keep them out of the classroom altogether (Kerry C. M. Gunn, Jonathan T. Delafield-Butt, 2016). Based on this paper results, teacher with higher working experiences in autistic field are having higher openness traits of personality.

References


