



The Mediating Role of Personality Traits in Shaping School Culture and Teacher's Opinions Towards Gifted Education

Dr. Fonny Dameaty Hutagalung

Department of Educational Psychology and Counseling, Faculty of Education, Universiti Malaya

Abstract

Gifted students as those who demonstrate an advanced ability or potential in one or more specific areas when compared to their peers. Success in teaching a gifted student depends largely on the ability of every teacher. This study aimed to examine the relationship between school culture, teachers' opinions toward gifted education, the mediation effect of personality traits. Data were collected from 319 teachers (84 males and 235 females) with age range 25 to 60. The results indicated a significant positive relationship between teachers' personality traits and school culture. And indicated a significant positive relationship between teachers' personality traits and teachers' opinions. Mediation analysis revealed that personality traits partially mediated the relationship between school culture and teachers' opinions. These findings highlight the nuanced influence of personality, school culture on teachers' opinions towards gifted education offering valuable insights for policymakers and educators aiming to enhance support for gifted education in diverse educational settings.

Keywords: Personality traits, school culture, teachers' opinions, gifted education, gifted student.