



The Impact of Teachers' Personality on Students' Academic Achievement in Pakistan

Vol. IV, No. III (Summer 2019) | Page: 92 – 102 | DOI: 10.31703/grr.2019(IV-III).11

p-ISSN: 2616-955X | e-ISSN: 2663-7030 | ISSN-L: 2616-955X

Shaista Noreen*

Akhtar Ali†

Uzma Munawar‡

Abstract

Teachers' personality plays a significant role in accomplishing students' educational achievement. Teaching and learning have a major part in creating a friendly and encouraging learning environment for students. In this context, the current research was conducted to explore the influence of tutors' character on pupils' learning and accomplishment. It was a descriptive correlative research approach. The sample comprised of 1,152 teachers and 2,304 students of 10th grade of public and private secondary schools who were chosen through a cluster sampling technique. The respondents were taken from 12 districts of Punjab, Pakistan. Two questionnaires; one for teachers and one for students were used to collect data. Teacher's questionnaires were based on an adapted personality measure scale of John and Srivastava's Big Five Inventory (1999). The statistical analysis displayed no significant rapport among teachers' personality and pupils' academic success. The regression analysis and correlation coefficient showed that the dimension of agreeableness, extroversion, neuroticism, and conscientiousness has no correlation with students' performance. However, openness has a significant correlation between students' performance.

Key Words: Personality, Characteristics, Big Five Model. Student's Achievement

Introduction

Generally, Personality consists of various kinds of characteristics, beliefs, states of mind that distinguish one person from another. It is constant and structured collection of mental traits and mechanism of human beings which influence their communication physical, psychological and social environment. Binti (2014) defines personality that comprises opinions, morals, attitudes, character, skills, self-confidence, intellect, inspiration, behaviors and so on. Mkpang (2015) illustrates that personality refers to external and observable characteristics. Arbabisarjou, Sourki, and Bonjar (2016) characterized personality as a compound and a set of fixed and stable qualities of an individual which distinguishes him from others. Kirkağaç and Öz (2017) depicts that personality encompasses beliefs, passion and conduct of an individual with mental and spiritual instruments.

Srinivasan and Xavier (2015) view that trait is a particular characteristic of behavior which characterizes the individual to a huge extent about, and which is a fairly continuous time of period. Zargar (2013) explore that personality trait that is linked with intelligence, stable emotional behavior, and attitudes that are mostly associated with successful teachers. Troncone, et al. (2014) identifies extrovert peoples as more inclined to socialization, chattiness, dynamism, activity, and assertiveness for instance, they communicate with others' physical activities. Onyekuru and Ibegunam (2015) said that personality traits are characterized as a whole of the ordinary and persevering methods for acting, thinking and feeling that makes a man moderately reliable in all circumstances.

Onyekuru and Ibegunam (2015) state that introversion in an individual's concern just with his own life and that's it. An introverted individual does not bother about others and is not involved in what is happening around. Such people share less experience with their personal company and in no way discover them during clubs, events, and conventional gatherings. They generally do not like to work with solid friends and have a tendency to rely on few ones.

* PhD Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan.
Email: noreenshaista2@gmail.com

† Professor, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan.

‡ Assistant Professor, Department of Education, Government Sadiq Women University Bahawalpur, Punjab, Pakistan.

Ongore (2014) states neuroticism incorporates characteristics like apprehension, ill humor, and gum-based paint mindset, nervousness, moodiness, and tempera mentality. Onyekuru and Ibegunam (2015) express that neuroticism is a condition in which people are inclined to opposing reflection like crime, jealousy, uneasiness, blame, and so forth. Such people are frequently in a condition of melancholy. They generally look at the negative sides of life. Musili (2015) states that emotionally stable individuals show that they are peaceful, protected, stress-free, self-righteous and robust. According to Arbabisarjou, et al. (2016), emotional stability means the degree to which the people are warm and pleasing as against violent, unfriendly and unpleasant behaviors. Abdul Ghani, (2016) explain that kindness has positive critical indicators with working connections. It is a feeling of being charitable, available, constant, attentive and warm. According to Leephajaroen (2016) agreeable people personality is more willing to be helpful, loving and trustworthy.

Ongore (2014) stated that openness incorporates characteristics, like creative energy, interest, and innovativeness. Ma'amor, Yunus, Hashim, and Haque (2016) added that openness among people is liable to acknowledge change, learn and increase innovative experience that results in a constructive relationship with employment fulfillment. Individuals with solid openness quality are biased toward experimenting with new encounters and ready to acknowledge new difficulties and achieving better job performance. Duong, et al. (2016) show that academic performance is based on students' scores and standardized test scores. The purpose of marks and test scores are intended to assess students' knowledge and academic abilities and to validate the correlation between moderate and high in all assessments. The marks vary according to the grades that they predict from the students' behavior, attitude, and personality factors, and show academic efforts, educational standards, objectives, and consciousness of individuals.

In the educational setting, a teacher is a person who helps students to inculcate knowledge, skills, and values. Inelmen (2011) states that students' achievement can be measured by the effectiveness of a teacher's influence. Level of effectiveness depends on teachers' knowledge, teaching skills, experience, confidence, and positive attitude toward the well-organized classroom and intellectual capacity. Knowledge of the subject, personality, and self-confidence are the main factors affecting students' positive outcomes. Dutta, Halder, and Sen (2017) quote that students' academic achievement and outcomes depend on the efficiency of their tutors.

According to Ozden, and Eryilmaz (2011), positive attitude of tutors regarding student's performance and teachers' high-quality methods can improve student's performance. Awan (2011) states that teacher is the mirror of an educational system. Teachers' mood and behavior influence the student's success. Slater (2013) states that teachers' personality has a direct influence on students' way of thinking, inspiration, attitudes and their academic achievement. Guner (2012) mentions that achievements of students are influenced by teacher's behavior. Eryilmaz's (2014) study determines that positive attitude of teachers regarding student performance, teacher's high-quality method, can improve student success.

Eyong, David, and Umoh (2014) cleared that the qualities of teacher's diligence are more reliably focused on student's academic performance, which is possibly related to deliberation, control, association and setting of the objectives that such alternatives usually show. Tutor's personality consists of various inner traits, which reflect his expression of morals, opinions, behavior, and attitude, (Hashim, et al, 2014). According to Mohammad (2015) teachers play an important role in education system. Teachers' personality has significant role in improving students' learning achievements in a broad spectrum of the teaching-learning process. It promotes friendly, satisfactory and encouraging learning environment for students.

Mkpanang (2015) recognized teachers as the most critical part of the learning process. The competent teacher surely influences the educational progress of his/her students in several manners. Demir (2016) views that competency incorporates the states of mind, knowledge and aptitudes and teacher must have these skills. Teachers' competency depends upon the points mentioned above. They also mention various common features of teachers' quality with respect to students' individual identities. Equality, social collaboration, appreciate of students, professional enthusiasm, motivation, positive state of mind and reflective connection are some of them.

Slater (2013) states that teachers' personality has a direct influence on students' way of thinking, inspiration, and attitudes that influence their academic achievements. As a person, every teacher has distinctive characteristics and consequently possesses a different personality. Mohammadi (2015) claim that teachers' personality has a profound effect on learners' creativity and their learning triumph. Gao and Liu (2013) state that personality

apprentices of an active teacher improve the school outcomes and maximize student academic achievement. Dar (2015) explored that tutors' behavior has a crucial part in improving students' performance. Professionally competent teachers often had pleasant outlook, dynamic and fun-making personality, and are usually among the list of popular teachers. Their students look forward to attending their classes and get inspiration from their lectures.

According to Canto-Herrera and Salazar-Carballo (2010), students' academic performance depends on the delivery of instruction. Juvova (2015) states that teacher needs great skills and unique abilities which directly impact on students' achievements. Teachers' commitment is also an important aspect to increase school students' motivation and performance (Berry 2016).

Mkpanang (2015) states that emotional stability is a necessary element of competence of a teacher. He stresses that teachers must remain emotionally coherent in order to change students' understanding that leads to the question of the teacher's personality. Garcia (2010) shows that friendly relations with students and teachers often increase students' academic performance because the rapport between pupils and instructors makes valuable predictor motivate the students based on their academic performance. Yunus, Osman, and Ishak (2011) described that optimistic teacher-student relations increase motivational level and also improve their academic achievement. They achieve outstanding grades in those subjects when taught by their beloved teachers. It means the close association with teacher helps and motivates students in their learning. Bozpolat's (2016) research indicates that tutor-pupil behavior influence pupils' performance. According to Blazar and Kraft (2017), teachers enhance grades and deliver useful environment that donates pupils' communal and expressive growth, and school behavior.

As stated above, students follow their teachers because they idealize them and it helps in developing positive personality characteristics among them. Teachers not only play their effective role in developing pupils' knowledge and educational attainment but also eradicate their ineffective attitudes, behaviors and personality traits. Therefore, the current research investigates the impact of tutors' behavior on pupils' educational attainment at secondary level in Punjab, Pakistan.

Objectives of the Study

The following are the objectives of the study:

1. To identify tutors' personality and characteristics at the secondary level
2. To discover the connection between distinctive aspects of tutors' personality and pupils' achievement.
3. To make a comparison between the results of BISE (Board of Intermediate and Secondary Education) and the results of teacher-made tests.
4. To explore the existing level of students' achievement.

Research Questions

1. What are the different behavioral aspects of tutors at the secondary level?
2. What is the association between components of tutors' personality and students' achievement?
3. What is the comparison between the results of BISE and teacher-made tests?
4. What is the existing level of students' achievement in Punjab, Pakistan?

Research Design

The current study is a descriptive correlative methodology in nature. The instrument of research consisted of two sections; the first unit contracts with data in the form of gender, age, academic education, residential area, marital status and work experience. The second section consists of items about personality traits of secondary school teachers which were related to the impact of students' performance. The researchers adapted the standardized personality traits tool which is actually based on five-point Likert scales. However, the researchers adopted a four-point Likert scale as a tool to make the respondents more focused that denoted 1 for Strongly Disagree, 2 for Disagree, 3 for Agree, and 4 for Strongly Agree. According to Big Five Inventory (BFI) designed to measure was adopted by John and Srivastava (1999), in the research. This inventory contained Forty-four (44)

objects to measure personality traits; specifically, extraversion, kindness, carefulness, neuroticism, and directness.

The factor-wise analysis was made and seven factors were extracted. Item 1, 6, 11, 33, 36, and 39 are the scoring for extraversion trait that is described as sociable, outgoing and active people. Item 4, 10, 15, 17, 18, 19, 20, 22, 26 and 30 are the scoring for agreeableness trait, which is described as supportive, caring and avoid the clash. Additionally, items 5, 12 and 40 are the scoring for conscientiousness trait that is described as goal-seeker and disciplined. Item 16, 23, 25 and 27 are the scoring for neuroticism trait. Neuroticism is described as emotionally relaxed, calm and stable. Item 13, 24, 28, and 35 are the scoring for openness trait that is described as individuals who are creative, open to experience and imaginative. And items 9, 34, 41 are scoring for emotional stability, and finally, item 8, 14, 29 are scoring for introversion. On the other hand, five factors were extracted from students' factor wise analysis. Item 2, 7, 22, 29, 33, 36, 41, 44 and 45 scorings were identified for agreeableness trait. Items 3, 8, 12, 27, 34, 42, 43 are extraversion, items 10, 14, 16, 17, 18, 19, 20, 27 and 39 are neuroticism, items 1, 4, 5, 6, 23 and 35 openness. Finally, items 25, 38 and 40 were related to conscientiousness.

Validation of Instruments

The validity of the research tool was judged by the professionals and consistency was patterned through pilot study. The researcher checked the validity of instrument by sending to eight experts having their expertise in research. After receiving feedback, the researcher administered the research tools. Item 2, 3, 7, 31, 32, 37, 38, 42, 43, 44 were excluded from teacher questionnaire. Item 28, 30, 26, 13, 31, 32, 11, 9, 37, 43, 44 were excluded from students' questionnaire. These item numbers were not made a factor that is why they excluded.

Population

All the pupils of 10th grade in public and private sectors and their tutors in Punjab, Pakistan were the population of current research. Both male and female students and teachers of the countryside and city areas were the part of population.

Sampling

The sample for the study included secondary schools of Punjab region (North Punjab, South Punjab, East Punjab, and West Punjab) from 36 districts. The sample also entailed 32 secondary school teachers from each district including (16 male and 16 female) teachers selected through random sampling techniques.

Eight (8) schools were selected from each Tehsil through a random sampling technique. Four male schools; two urban and two rural institutions were selected. Urban institutions contained one private and one public school. Similarly, two rural institutions contained one public and one private school from each Tehsil.

1. (By using a convenient sampling technique, 4 teachers (2 science, 2 Art,) from each school were selected. A total of 32 teachers were selected from each Tehsil (16 male and 16 female). So total 64 students from each Tehsil (32 male and 32 female) were selected randomly.
2. Overall 1,152 teachers, 2104 students, and 576 schools were selected for current research.

The information was gathered by means of the questionnaire from school principals, tutors as well as pupils. A survey was also administered to the pupils in 10th grade and the class test scores were taken by the students. Their academic record of general subjects in previous 9th class (2016) from Matriculation Examination was also collected from the secondary board of education. To make results more reliable, observation technique was also adopted during class in which teachers were observed. Distribution of sample is shown in Figure 1 *Say Sample of the study from districts of Punjab*

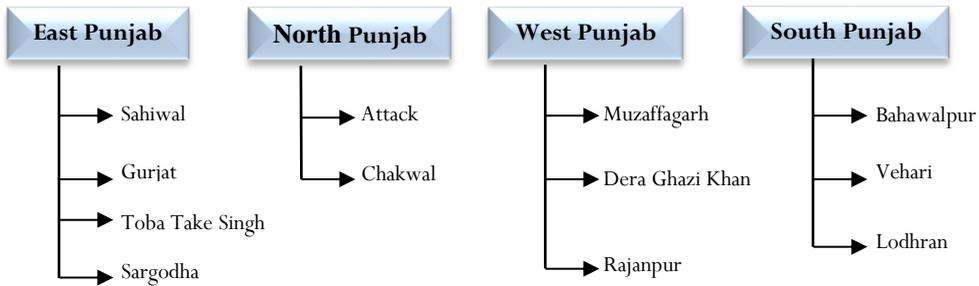


Figure 1. Say Sample of the study from districts of Punjab

Organizational Permission

The researcher visited 576 schools from all of the 36 Tehsils of districts Punjab. The researchers gave guidelines and instructions regarding filling the questionnaires. The questionnaire was distributed to secondary school teachers in both private and public schools in Punjab.

The Quantitative Study Group

This clarification made a majority of respondents ready for giving the required information. A total 2,000 questionnaires were distributed among secondary school teachers of public and institutions (288 public and 288 private institutes). The finalized questionnaires were returned back with a response amount of 95.83% and 96% respectively. Similarly, in the case of 10th class year 2016. Students' questionnaire returned were 2104 out of 2250 students completed questionnaires with a response rate of 98%.

Data Analysis

During the process of data collection, the collected information was coded and inserted in SPSS, 20 version software. Different datasheets were prepared in SPSS by the researcher. The first step in the data analysis strategy was to compute descriptive statistics for all questions. The next step was conducting the consistency analysis of all the scales used in current research. In third step, a sequence of one-way independent analysis of variance was conducted. Next, hierarchical regression examines were cast-off to fix the best predictive model for students' achievement.

Table 1. Overall Performance in BISE Exams in Subjects

	Agreeableness	Extroversion	Neuroticism	Openness	Conscientiousness	Overall Personality	Marks BISE Exam	Marks in Subject	Marks in Test
Agreeableness	1								
Extroversion	-.312**	1							
Neuroticism	.425**	.082**	1						
Openness	-.094**	.309**	.127**	1					
Conscientiousness	.023	.045*	.075**	.281**	1				
Overall Personality	.364**	.452**	.559**	.608**	.624**	1			
Marks BISE Exam	-.018	.052*	.027	.079**	.025	.062**	1		
Marks in Subject	-.023	.031	-.012	.028	-.002	.009	.285**	1	
Marks in Test	.041	.006	.024	.003	.012	.032	.014	-.044*	1

** Association is noteworthy at the 0.01 level (2-tailed).

* The relationship is substantial at the 0.05 level (2-tailed).

Table 1 displays the association between agreeableness, extroversion, neuroticism, openness, conscientiousness, overall personality, marks in BISE Exam, marks in subject, and marks in Test. The table illustrates that there is a weak inverse relationship between extroversion and agreeableness ($r = -.312, p < .01$). The correlation between neuroticism and agreeableness ($r = .425, p < .01$) is moderate positive and neuroticism and extroversion is very weak positive ($r = .082, p < .01$). Openness has inverse connection with kindness ($r = -.094, p < .01$), weak correlation with extroversion and very weak association with neuroticism. Conscientiousness has weak correlation with extroversion and neuroticism and weak association with openness. Moreover, marks in BISE exam have very weak association with extroversion ($r = .052, p < .05$), openness ($r = .079, p < .01$), and overall personality ($r = .062, p < .01$).

Table 2. Overall Performances of Five Components of Teacher Personality

	Agreeableness	Extroversion	Neuroticism	Openness	Conscientiousness	Emotional Stability	Introversion	Overall Personality
Agreeableness	1							
Extroversion	-.090**	1						
Neuroticism	-.190**	.340**	1					
Openness	-.516**	.320**	.330**	1				
Conscientiousness	.013	.483**	.361**	.204**	1			
Emotional Stability	-.084**	.131**	.195**	.197**	.072*	1		
Introversion	.355**	-.127**	-.181**	-.237**	-.169**	-.057	1	1
Overall Personality	.104**	.663**	.563**	.465**	.638**	.417**	.241**	

** Association is noteworthy at the 0.01 level (2-tailed).

* Relationship is important at the 0.05 level (2-tailed).

Table 2 demonstrates the connection between agreeableness, extroversion, neuroticism, openness, conscientiousness, emotional stability, introversion, overall personality. There is a weak inverse link among extroversion and agreeableness ($r = -.090, p < .01$). The correlation between neuroticism and agreeableness ($r = -.190, p < .01$) is moderate positive and neuroticism and extroversion is very weak positive ($r = .340, p < .01$). Openness has an inverse parallel with agreeableness ($r = -.516, p < .01$), weak correlation with extroversion and very weak association with neuroticism. Conscientiousness has a feeble association with extroversion and neuroticism and weak association with openness. Moreover, emotional stability has very weak association with extroversion ($r = -.084, p < .01$), introversion ($r = .355, p < .01$), and overall personality ($r = .104, p < .01$).

Table 3. Simple Linear Regression of Teachers' Personality and Marks In BISE Exam (Students' Performance)

Independent Variable	Dependent Variable	B	T	F	R ²	p-value
Teachers' Personality	Marks in BISE Exam	11.911	2.832	8.019	.04	.005

Table 3 presents a simple linear regression analysis for teachers' personality with students' marks in BISE exam (students' performance). The results demonstrate that teachers' personality explained only .4% variance in students' performance ($R^2 = .004, F(1, 2102) = 8.019, p < .005$). The model fit is significant and proposes a direct association between the variables research. The values of independent variable ($\beta = 11.911$) in table denote

the degree to which the independent variable contributes to the value of dependent variable. It demonstrates a one-factor increase in teachers' personality that causes 11.91% increase in pupils' accomplishment.

Table 4. Multiple Reversion Investigation of Teachers' Personality and Marks in BISE Exam (Students' Performance)

Dependent Variable	Independent Variable	B	T	F	R ²	p-value
Marks in BISE Exam	Agreeableness	-.013	-.508			
	Extraversion	.026	1.058			
	Neuroticism	.022	.861	3.169	.007	.007
	Openness	.066	2.751**			
	Conscientiousness	.004	.190			

**p < .01

Table 4 displays the outcomes of several reversion analysis that was cast-off to evaluate the consequence of components of teachers' behavior on pupils' marks in BISE exam (students' performance). The value (.007) showed that only .7% variance in dependent variable is described by independent variables. The $F = 3.169$, $p < .007$ is significant so the model fit is significant this suggest the effect of components of teachers' personality on students' performance. Openness has a significant positive effect ($\beta = .066$, $t = 2.751$, $p < .01$) on the students' performance. It shows that one-factor increases in the students' scores.

Table 5. Relationship between Teachers' Personality and Students 'Performance

Independent Variable	Dependent Variable	B	T	F	R ²	p-value
Teachers' Personality	Marks in Subject	.397	.433	.188	.000	.665

Table 5 presents a simple linear regression analysis for teachers' personalities with students' marks in subject (students' performance). The results demonstrate that teachers' personality indicate no significant effect ($R^2 = .000$, $F(1, 2102) = .188$, $p < .655$) on students' performance. The finding indicates that students' performance is not dependent on teachers' personality.

Discussion and Conclusion

According to the conducted study, the findings indicate that only one factor in teachers' personality traits increase in students' performance. Agreeableness is not significant among teachers and students' perceptions. Corcoran and O'Flaherty (2016), who concluded that agreeableness is negatively associated with teacher personality, have similar results while Chu (2003) explains that modest correlations with the agreeable trait. Job (2004) describes a feeble undesirable correlation with kindness trait ($r = -0.04$).

In some other studies, the results are opposite to the agreeableness trait of teachers tending to have higher grades and academic achievements. Because an agreeable person is very helpful, kind and ready to work efficiently with others. Lounsbury, et al. (2003), Duckworth and Seligman (2005), determine positive relationships between kindness and academic accomplishment. Agyemang, Dzandu, and Boateng (2016), and Matzler, Renzl, Müller, Herting, and Mooradian's (2008) findings show those teachers having agreeableness trait influence knowledge sharing attitudes towards students' achievements.

Similarly, the result aligned with the findings of Hakimi, et al. (2011) exposed the correlation between educational performance and kindness. In line with this result, Sikalieh and Mkoji, (2012) conclude that agreeable individuals have the ability to increase their academic performance. Kırkağaç and Öz, (2017) support that agreeableness is a significant association among students' academic achievement. In addition, Poropat (2009) also initiate a significant correlation between kindness and educational success. The results demonstrate that

extroversion is significantly different with teachers. While it is not significantly different $F(7, 2096) = .483, p < .848$) among students. Another study supports the result Chu (2003) with negative correlation between extraversion. Likewise, the results are same another study Conner and paunonen (2007) extroversion has the negative relationship with students' academic performance.

The former researches such as Hakimi, Hejazi, and Lavasani (2011) claim that extraversion is no relation to educational success. Similarly, Kırkağaç and Oz, (2017) do not show significant associations between academic achievement While, Jamil, Downer, & Pianta, (2012) report slight correlation among extraversion, grades and the outcomes of tutor calculations: open support ($r = 0.03$); classroom organization ($r = 0.01$); instructional support ($r = 0.02$).

However, some studies such as Chamorro and Furnham's (2003) results indicate expectant relations between academic performance and extraversion. Similarly, Lim and Ployhart, (2004) study show extraverts individual seek social relation with co-workers. Sikalieh and Mkoji, (2012) the extrovert have positive relationships with workplace performance (Komarraju, Karau, and Schmeck (2009); Conard, 2006). Duckworth and Seligman (2005) extroversion is one of the Big Five Personality aspects that have the greatest motivating affiliation with educational success. Kırkağaç and Öz, (2017) correlate significant with academic achievements. Dunsmore (2005) relays an advanced level of extroversion that is helpful for advanced academic achievement among school pupils. According to Boroujeni, et al. (2016) a noteworthy connection between extraversion and class results is present. Poropat (2009) also reported inverse significant correlation extroversion with achievement.

The result show that neuroticism is not significantly different among teachers $F(8, 1143) = 1.037, p < .406$) and students $F(7, 2096) = 1.511, p < .159$). The results are the same as Job (2004) shows the weak correlation between neuroticism ($r = -0.10$). Neuroticism is a negative emotion. A lot of researches demonstrate negative associations between performance of students and neuroticism, Hakimi et al., 2011. However, Nguyen et al., 2005 initiate no associations among attainment of students and neuroticism because anxiety is an undesirable emotion.

Similarly, Karau and Schmeck (2009) describe an encouraging bond among students' scores. The enthusiastic pupils have the utmost accomplishments; they feel degree of excellence due to apprehension, which will enhance their interest in studies Komarraju et al. (2009) discover several optimistic connections between neuroticism and performance. Bratko et al., (2006) argue that anxious individuals attain highest grades due to anxiety which ease learning in numerous situations. For the betterment of teachers' quality, the government should improve the recruitment policy and selection should be based on merit. The Govt. should also organize different academic workshops and seminars for teachers on regular basis for their professional development.

Reference

- Agyemang, F. G., Dzandu, M. D., & Boateng, H. (2016). Knowledge sharing among teachers: the role of the Big Five Personality traits. *VINE Journal of Information and Knowledge Management Systems*, 46(1), 64-84.
- Arbabisarjou, A., Sourki, M. S., & Bonjar, S. E. H. (2016). Students' Individual and social Behaviors with physical education teachers' personality. *International Education Studies*, 9(1), 154-160.
- Awan, A. G. (2011). Changing World Economic and Financial Scenario. *Asian Accounting and Auditing Advancement*, 1(1), 146-175.
- Binti, S. (2014). Influence of personality on academic achievement and performance of teaching practices students in TVET. *Developing Country Studies*, 4(16), 60-65.
- Blazar, D., & Kraft, M. A. (2017). Teacher and teaching effects on students' attitudes and behaviors. *Educational Evaluation and Policy Analysis*, 39(1), 146-170.
- Boroujeni, S. S., Hematian, M., Mousaic, S., & Nik, A. M. (2016). Examines the Relationship Between Personality Characteristics of Effective Teaching and Sharekord City's Elementary Teachers' Job Satisfaction. *Journal of Administrative Management, Education and Training*, 12(3), 101-108.
- Bozpolat, E. (2016). Identification of the Predictor Variables of Candidate Teacher Teaching Motivations. *International Journal of Higher Education*, 5(2), 148-160.
- Bratko, D., Chamorro-Premuzic, T., & Saks, Z. (2006). Personality and school performance: Incremental validity of self-and peer-ratings over intelligence. *Personality and Individual Differences*, 41(1), 131-142.
- Canto-Herrera, P., & Salazar-Carballo, H. (2010). Teaching Beliefs and Teaching Styles of Mathematics Teachers and Their Relationship with Academic Achievement. *Online Submission*.
- Chamorro-Premuzic, T., & Furnham, A. (2003). Personality predicts academic performance: Evidence from two longitudinal university samples. *Journal of Research in Personality*, 37(4), 319-338.
- Chu, C. L. (2003). A study of the relationship between personality traits and teaching effectiveness of teachers in reward and non-reward kindergarten in Taiwan. Unpublished doctoral dissertation, Spalding University, Kentucky.
- Conard, M. A. (2006). Aptitude is not enough: How personality and behavior predict academic performance. *Journal of Research in Personality*, 40(3), 339-346.
- Corcoran, R. P., & O'Flaherty, J. (2016). Personality development during teacher preparation. *Frontiers in Psychology*, 7(2), 143-156.
- Dar, F. R. (2015). Rethinking Education--Emerging Roles for Teachers. *Universal Journal of Educational Research*, 3(2), 63-74.
- Demir, E. (2015). Evaluation of Professional Personality Competence of Physical Education Teachers Working in Secondary Schools by Students. *Journal of Education and Training Studies*, 4(2), 60-66.
- Duckworth, A. L., & Seligman, M. E. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological science*, 16(12), 939-944.
- Dunsmore, J. A. (2005). An investigation of the predictive validity of broad and narrow personality traits in relation to academic achievement. PhD diss., University of Tennessee, 2005. https://trace.tennessee.edu/utk_graddiss/4320.
- Duong, M. T., Badaly, D., Liu, F. F., Schwartz, D., & McCarty, C. A. (2016). Generational differences in academic achievement among immigrant youths: A meta-analytic review. *Review of Educational Research*, 86(1), 3-41.
- Dutta, R., Halder, S., & Sen, M. K. (2017). Teacher Effectiveness and related characteristics: A Systematic review. *The Online Journal of New Horizons in Education-January*, 7(1).71-80.
- Eryilmaz, A. (2014). Perceived Personality Traits and Types of Teachers and Their Relationship to the Subjective Well-Being and Academic Achievements of Adolescents. *Educational sciences: Theory and practice*, 14(6), 2049-2062.
- Eyong, E. I., David, B. E., & Umoh, A. J. (2014). The Influence of Personality Trait on the Academic Performance of Secondary School Students in Cross River State, Nigeria. *IOSR Journal of Humanities and Social Science*, 19(3), 12-19.

- Gao, M., & Liu, Q. (2013). Personality traits of effective teachers represented in the narratives of American and Chinese preservice teachers: A cross-cultural comparison. *International Journal of Humanities and Social Science*, 3(2), 84-95.
- Garcia, P. L. S. (2010). The impact of teacher personality styles on academic excellence of secondary students: Ed.D. Dissertation Texas A&M University-Kingsville. <https://eric.ed.gov/?id=ED535111>.
- Ghani, A.N., Yunus, S., & Bahry, N. (2016). Leader's Personality traits and employees Job Performance in Public Sector. *Putrajaya, Procedia Economics and Finance*, 37, 46-51.
- Guner, N. (2012). The Effect of Preventive Classroom Management Training Program on Approval and Disapproval Behaviors of Teachers. *Online Submission*, 5(1), 153-166.
- Hakimi, S., Hejazi, E., & Lavasani, M. G. (2011). The relationships between personality traits and students' academic achievement. *Procedia-Social and Behavioral Sciences*, 29, 836-845.
- Hashim, H. N., Mohd, N., Shah Alam, S., & Yusoff, N. M. (2014). Relationship between Teacher's Personality, Monitoring, Learning Environment, and Students' EFL Performance. *GEMA Online Journal of Language Studies*, 14(1), 101-116.
- Inelmen, E. (2011). Integrating all learning activities around a city study curriculum. *Cypriot Journal of Educational Sciences*, 6(1), 37-45.
- Jamil, F. M., Downer, J. T., & Pianta, R. C. (2012). Association of pre-service teachers' performance, personality, and beliefs with teacher self-efficacy at program completion. *Teacher Education Quarterly*, 39(4), 119-138.
- Job, A. P. (2004). The Relationship Between Personality, Occupation and Student Evaluations of Teaching Effectiveness of Adjunct Faculty, Vol. 65. D.EdDissertation, Portland State University, Portland, 797.
- Juvova, A., Chudy, S., Neumeister, P., Plischke, J., & Kvintova, J. (2015). Reflection of Constructivist Theories in Current Educational Practice. *Universal Journal of Educational Research*, 3(5), 345-349.
- Kirkagac, S., & Öz, H. (2017). The Role of Big Five Personality Traits in Predicting Prospective EFL Teachers' Academic Achievement. *Online Submission*, 4(4), 317-328.
- Komaraju, M., Karau, S. J., & Schmeck, R. R. (2009). Role of the Big Five personality traits in predicting college students' academic motivation and achievement. *Learning and Individual Differences*, 19(1), 47-52.
- Laidra, K., Pullmann, H., & Allik, J. (2007). Personality and intelligence as predictors of academic achievement: A cross-sectional study from elementary to secondary school. *Personality and individual differences*, 42(3), 441-451.
- Leephaijaroen, S. (2016). Effects of the big-five personality traits and organizational commitments on organizational citizenship behavior of support staff at Ubon Ratchathani Rajabhat University, Thailand. *Kasetsart Journal of Social Sciences*, 37(2), 104-111.
- Lim, B.-C., & Ployhart, R. E. (2004). Transformational Leadership: Relations to the Five-Factor Model and Team Performance in Typical and Maximum Contexts. *Journal of Applied Psychology*, 89(4), 610-621. <http://dx.doi.org/10.1037/0021-9010.89.4.610>
- Lounsbury, J. W., Sundstrom, E., Loveland, J. M., & Gibson, L. W. (2003). Intelligence, "Big Five" personality traits, and work drive as predictors of course grade. *Personality and Individual Differences*, 35(6), 1231-1239.
- Ma'amor, H., Yunus, N. S. N. M., Hashim, N., & Haque, A. (2016). The Influence of Personality Traits Towards Quality Pledge. *Procedia Economics and Finance*, 37, 73-79.
- Matzler, K., Renzl, B., Müller, J., Herting, S., & Mooradian, T. A. (2008). Personality traits and knowledge sharing. *Journal of economic psychology*, 29(3), 301-313.
- Mkpanang, J. T. (2015). Personality Profile of Teachers and their Students' Performance in Post-Basic Modern Physics. *African Research Review*, 9(1), 159-168.
- Mohammadi, F. (2015). The Effect of personality traits and self- efficiency of secondary school teacher" job performance based on a causation model. *Journal of LUDUS VITALIS XI(1)*, 78-84.

- Moses, I., Admiraal, W. F., & Berry, A. K. (2016). Gender and gender role differences in student–teachers' commitment to teaching. *Social Psychology of Education, 19*(3), 475-492.
- Musili, A. M. (2015). Influence of teacher related factors on students' performance in Kenya certificate of secondary education in public secondary schools in Kibwezi sub-county Kenya.
- Nguyen, N., Allen, L. C., & Fraccastoro, K. (2005). Personality predicts academic performance: Exploring the moderating role of gender. *Journal of Higher Education Policy and Management, 27*(1), 105-117.
- O'Connor, M. C., & Paunonen, S. V. (2007). Big Five personality predictors of post-secondary academic performance. *Personality and Individual Differences, 43*(5), 971-990.
- Ongore, O. (2014). A study of relationship between personality traits and job engagement. *Procedia-Social and Behavioral Sciences, 141*, 1315-1319.
- Onyekuru, B. U., & Ibegbunam, J. (2015). Personality Traits and Socio-Demographic Variables as Correlates of Counseling Effectiveness of Counsellors in Enugu State, Nigeria. *Journal of Education and Practice, 6*(35), 64-70.
- Poropat, A. E. (2009). A meta-analysis of the five-factor model of personality and academic performance. *Psychological bulletin, 135*(2), 322.
- Saricaoglu, H., & Arslan, C. (2013). An Investigation into Psychological Well-Being Levels of Higher Education Students with Respect to Personality Traits and Self-Compassion. *Educational Sciences: Theory and Practice, 13*(4), 2097-2104.
- Scheepers, R. A., Lombarts, K. M., Van Aken, M. A., Heineman, M. J., & Arah, O. A. (2014). Personality traits affect teaching performance of attending physicians: results of a multi-center observational study. *PLoS One, 9*(5), e98107. <https://doi.org/10.1371/journal.pone.0098107>.
- Sikalieh, D., & Mkoji, D. (2012). The influence of personality dimensions on organizational performance. *International Journal of Humanities and Social Science, 2*(17), 184-194.
- Slater, L. (2013). *Building High-Performing and Improving Education Systems: Curriculum and Assessment. Review*: ERIC. CfBT Education Trust 60 Queens Road Reading Berkshire RG1 4BS+44 (0)118 902 1000 www.cfbt.com
- Srinivasan, P., & Xavier, A. (2015). A Study on Relationship between Personality and Socio Economic Status of Student Teachers. *Online Submission, 4*(3), 5-16.
- Troncone, A., Drammis, M. L., & Labella, A. (2014). Personality traits, self-esteem and academic achievement in secondary school students in Campania, Italy. *Universal Journal of Educational Research, 2*(7), 512-520.
- Ulug, M., Ozden, M. S., & Eryilmaz, A. (2011). The effects of teachers' attitudes on students' personality and performance. *Procedia-Social and Behavioral Sciences, 30*, 738-742.
- Yunus, M. M., Osman, W. S. W., & Ishak, N. M. (2011). Teacher-student relationship factor affecting motivation and academic achievement in ESL classroom. *Procedia-Social and Behavioral Sciences, 15*, 2637-2641.
- Zargar, S. (2013). A Study of Personality Characteristics of Higher Secondary Teachers. *International Open Journal of Educational Research, 1*(2), 16-21.