

# Impact of Personality Traits of Secondary School Teachers on Students' Achievement in Punjab

*Self-Awareness*

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*Personality  
Traits  
Needed for  
Success*

*Integrity*

*Resilience*

*Decisiveness*

*Interpersonal  
Sensitivity*

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As we know that teachers' personality has a significant role in improving students' learning achievements in a broad sphere of teaching-learning process. It plays a major role in creating a friendly, satisfactory or encouraging learning environment for students. In this context, this study is performed in conformity with analyzed teachers' personality traits to recommend its impact on students' learning achievement. This study is based on mixed method approach. The population of the study comprised of all the students, their teachers and head teachers (headmaster/ headmistress) of secondary schools.

Multi-stage sampling technique was used to draw the true representative sample from the population. The respondents were taken from 12 districts i.e. Bahawalpur, Lodhran, Vahari, Attock, Chakwal, Toba Take Singh, Gujarat, Jhang, Sargodha, Rajan pur, Muzafar Garh, D.G Khan Tehsils of Punjab. Two questionnaires were used in the study as a research tool, one for teachers and one for students. The questionnaire for teachers and students was based on an adapted personality measure scales.

The researcher has adapted the standardized personality questionnaire of John and Srivastava Big Five Inventory (1999). It was designed to measure extroversion, agreeableness, conscientiousness, neuroticism, and openness for analyzing personality traits of secondary school teachers, this version of the tool has already used in many studies to measure the personality traits of a person. An interview protocol was once developed for the head teacher and observation checklist to analyze teachers' personality and behavior in the classroom. Academic achievement scores of these students were also taken from students' previous class form Boards of Intermediate and Secondary Education (BISE). The study consisted of entire subjects the teacher teaches in secondary classes. All research instruments were validated through applying factor analysis and Pearson correlation coefficient for constructs. Reliability of tools was determined via calculating Cronbach's Alpha value.





# **Impact of Personality Traits of Secondary School Teachers on Students' Achievement in Punjab**

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***Dedicated to:***

*Almighty Allah who is most merciful for all human beings*

*&*

*My great loving parents*

*Especially my father whose prayers, love, support,*

*And guidance continued me throughout my personal,*

*And academic accomplishments.*

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## Abstract

*As we know that teachers' personality has a significant role in improving students' learning achievements in a broad sphere of teaching-learning process. It plays a major role in creating a friendly, satisfactory or encouraging learning environment for students. In this context, this study is performed in conformity with analyzed teachers' personality traits to recommend its impact on students' learning achievement. This study is based on mixed method approach. The population of the study comprised of all the students, their teachers and head teachers (headmaster/ headmistress) of secondary schools. Multi-stage sampling technique was used to draw the true representative sample from the population. The respondents were taken from 12 districts i.e. Bahawalpur, Lodhran, Vahari, Attock, Chakwal, Toba Take Singh, Gujarat, Jhang, Sargodha, Rajan pur, Muzafar Garh, D.G Khan Tehsils of Punjab. Two questionnaires were used in the study as a research tool, one for teachers and one for students. The questionnaire for teachers and students was based on an adapted personality measure scales. The researcher has adapted the standardized personality questionnaire of John and Srivastava Big Five Inventory (1999). It was designed to measure extroversion, agreeableness, conscientiousness, neuroticism, and openness for analyzing personality traits of secondary school teachers, this version of the tool has already used in many studies to measure the personality traits of a person. An interview protocol was once developed for the head teacher and observation checklist to analyze teachers' personality and behavior in the classroom. Academic achievement scores of these students were also taken from students' previous class form Boards of Intermediate and Secondary Education (BISE). The study consisted of entire subjects the teacher teaches in secondary classes. All research instruments were validated through applying factor analysis and Pearson correlation coefficient for constructs. Reliability of tools was determined via calculating Cronbach's Alpha value. SPSS (Statistical Package for Social Sciences) software program was used to analyze the accumulated data. To analyze information means score, t-test and one-way ANOVA was used for the calculations. Responses from the semi-structured interviews and open-ended questions were used to analyze qualitative information. Both interview and observation were analyzed through the qualitative method of data analysis. The findings of the study reveal that only one unit in teachers' personality will cause to increase in students' performance. Openness has a significant positive effect on*

*the students' performance. The results demonstrate that teachers' personalities indicate no significant effect on students' performance. The findings expressed that students' marks in the subject are not dependent on teachers' personality. The correlation illustrates that there is a weak inverse correlation between extroversion and agreeableness while, neuroticism and agreeableness are moderate positive whereas, neuroticism and extroversion are very weakly positive. Openness has an inverse weak correlation with agreeableness, weak correlation with extroversion and very weak association with neuroticism. Conscientiousness has a weak correlation with extroversion and neuroticism and weak association with openness. Moreover, students' marks in BISE exams have a very weak association with extroversion, openness, and overall personality. Finally, there is also a need that teacher must be hardworking, dedicated, and create a peaceful learning environment in the classroom which builds positive attitudes among students to foster their - learners and employ appropriate teaching methods. To improve the quality of education, the government should improve the recruitment policy and selection should be based on merit. The government should also organize different academic workshops and seminars for teachers on regular basis for their professional development. Based on the results of the observation, teachers need to be more enthusiastic and kind with student and should be active in classroom.*

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## CHAPTER 1

### INTRODUCTION

Personality can be defined as an overall expression of an individual to the external world. Generally, it is based on the moderately constant qualities and unique characteristics of personal traits such as the way of talking, walking, thinking, behaving and feeling to give uniformity and distinctiveness to a person's behavior with the environment. Feist (2010) explains personality as a peculiar model of those moderate and consistent qualities and unique characteristics that make traits in one's behavior regular and distinctive. Ghazi (2011) indicates that personality is a set of peculiar characteristics that control people's interaction with others. Similarly, Geramian (2012) and Nawabi (2014) view personality as an organized way of thoughts, feelings, and behaviors. It is steadiness in one's way that includes thinking, acting, reacting and perceiving as a person in a particular way. Furthermore, Vorkapic (2012) defines personality as a group of qualities that set up individual-specific responses in specific situations.

Additionally, Saricaogl (2013) suggested that personality can be defined as a typical and distinctive feature of the behavior that shapes the physical and social environment of a person. Any feature that defines an individual helps us to know that specific individual. Therefore, persona encompasses the wellbeing, assertiveness, and capacities of an individual, a way of speaking, their appearance and their style of adaptation to the environment. According to John (2015), personality is the prediction about someone by others. It is the general characteristic that discriminates someone from other individuals. It takes to do with a group of dissimilar features of the profile of a person's behavior that includes the traits of ability, points of view, attitudes, beliefs, stimuli, intentions and habitual mode of adjustment.

Arbabisarjou, et al. (2016) state that personality is characterized as a composed and generally set of fixed and stable qualities of an individual that makes him recognizable from one another. Abdullah (2016) explains personality is the combination of inner and outer manners which directly effect upon the persons' conduct. It is assumed that the behaviors and characteristics of people have a positive impact on their learning and various types of skills. Eyong, David, and Umoh (2014) find such traits as the permanent scope of personality characteristics which differentiates people from one another and every individual is always

known by his personal characteristics. According to Parkas (2015) a trait is a particular characteristic of behavior which characterizes the individual to a huge extent about and which is a fairly continuous time period.

Memon (2007) illustrates that education contributes a significant part in human capital growth of any nation. It does not only increase the efficiency among individuals but produces skilled manpower which is capable of leading the sustainable economic development of a country. Awan (2014) states that education is playing a vital part in strengthening the nations; especially in the 21<sup>st</sup> century. It is a basic requirement for the progress of any country in this competitive environment. Shanmugam (2016) describes that educational process is a continuous transformational process of experience through recognition and reconstruction. Therefore, a very famous quotation of Mandela (2012) Education is a powerful tool regarding social change and can use to modify the world. The simple basic ideas and education are the factors which are essential to prepare the young generation to meet the task of today and tomorrow and inculcate the human values among students.

In educational setting, a teacher is a person who helps students to inculcate knowledge, skills, and values. Nwanekezi et al. (2011) expresses that in educational reform a teacher is considered as a backbone of the nation. In this context, a teacher is not only an agent of change but also a powerful stakeholder to change the views of a nation. Kaleem (2007) mentions that good personality traits of a teacher have their impacts on students' performance which is considered as instrument that is used to improve overall educational quality. Most of the studies conducted to highlight teacher efficiency which linked teacher's usefulness with his extrovert feelings, self-confidence, maturity, calm, low level of nervousness, the warmth of personality, keenness about learners' need, flexibility and sympathetic attitude, problem-solving ability, and emotional stability. Furthermore, the teachers those are not dominated by a neurotic need for power and authority are found to be more effective in this regard. Daminabo (2008) notes psychotic's traits of teacher's personality which refer to a person who is doubtful, careless, non-cooperative and rude which impacts on students' academic achievement in a negative way.

In this regard, Ahmed (2012) added that importance of teacher is now acknowledged by all over the world to improve the quality of learning process, the amicable and flexible

personality of a teacher is a key for the successful implementation of the educational system. Zargar (2013) explores those personality traits which are linked with intelligence, stable emotional behavior and attitudes are mostly associated with successful teachers. Thus, the personality of a teacher becomes a role model for students. Buyukses (2010), investigates that teacher's level of motivation and inspiration not only increases the student's temperament towards adjusting themselves. In addition, it is also an inspiration for the students towards accomplishing higher grades.

Bieg, Backes, and Mittag (2011) mentioned teacher influences on learning and achievement of the students. According to him, it is the teacher who is using powerful motivational techniques in the classroom in order to transform their students into dynamic and effective students in their personal and academic lives. He further said that a high motivational level in teachers is a quite important factor to make them an effective agent of change and fulfillment of work efficiently. Moreover, those teachers highly influence the students and motivation them achieve in a positive way.

Abd Hamid, Hassan, Sariah, and Ismail (2012) described that students' achievement could be measured by the effectiveness of teacher's influence. Level of effectiveness depends on teachers' knowledge, teaching skills, experience, confidence, and positive attitude toward the well-organized classroom, intellectual capacity, personality, and self-confidence are the main factors affecting student's positive outcome of the students. Demir (2015) views that competency incorporates the states of mind, knowledge and aptitudes are necessary for teachers. Personality traits of teachers' competency that help in identification of student's success. There are mentioned some common parts of teachers' quality with respect to students' individual identities. Equality, social collaboration, appreciates of students, professional enthusiasm, motivation, positive professional state of mind and reflective connection are some of them.

Likewise, the personality of a teacher might be the only source of inspiration for students. Mostly students are impressed by welcoming, adaptable, confident, emotionally stable, sympathetic, self-motivated and self-responsible teacher. The personality of a teacher is the most important variable in the classroom. Eilam and Vidergor (2011) stated that



particularly teachers' personality traits are the cornerstones for evaluating the positive and negative impact on students learning and their academic achievement.

In this regard, instructors play a crucial part in education system (Mohammadi, 2015). Tutors' personality has an affirmative impact on students' creativity and their academic achievement. Hotamana (2010) finds that a welcoming, adaptable and understanding personality of the teacher creates among the students more focused interest and have a more encouraging impact on the students' learning and attitude. Self-confident teachers are calm with their students and appreciate diversity in the opinion of the students. They encourage participation of the students and help in developing communication; while low confident teachers always become worried about students' emotions towards themselves. Teachers who attain such personality traits do not provide emotional support to their students. Roos (2017) visions that teachers are universally considered as one of the most important pillars of any educational system. The competent teachers have greatest influence on students' academic achievement in every phase of life.

Now a day's personality traits of efficient teachers are considered an important area to be studied as they have a significant impact on students' performance. Teachers' personality traits reflect not only in their classrooms but also in their selection of instructional activities, equipment, strategy, classroom organizational techniques and their communication with students. Personality traits of a teacher divulge around adaptability, good nature, kindness, enthusiasm, justice, outgoing behavior, sincerity, tolerance, and accountability effected on student's achievement. All these traits not only support them in their teaching activities but also help them in handling their academic environment. The learners' requirements are fulfilled and they are able to achieve their learning goals. Gao (2013) states that personality apprentices of an active teacher improve the student's academic achievement.

Dar (2015) explored those characteristics which played an important role in students' achievement and teachers' subject matter knowledge. Professionally competent teachers often have pleasant outlook, dynamic and fun-making, and are usually among the list of popular teachers. Their students look forward to attend their classes and get inspiration from their lectures. When they are promoted to next grades and given administrative responsibilities along with teaching assignments. They feel comfortable and willingly complete their

responsibilities. They gain success due to competency and necessary skills. We can say that great teachers are rare because they are innovators, best communicators, and educators. Othman, Hamzah & Hashim (2014) quotes that personality traits of a teacher greatly influence students' performance. Teacher's personality traits are vital in teaching and effected on student's learning. Recent researches have begun to stress on the role teacher's personality, their academic or technical teaching skills affecting on students' achievement. The teacher's behavior in the classroom is a reflection of his personality.

Slater (2013) states that teachers' personality has a direct influence on students' way of thinking, inspiration, attitudes and their academic achievement. As a person, every teacher has distinctive characteristics and consequently possesses different personality. The personality traits that have affected on learning are self-concept and interaction with others, Chen et al. (2006). In an academic environment and other factors affecting their performance. Personality traits also change during teaching experience. Age, gender, and educational degree also influence the personality traits of a teacher. The personality of a teacher immensely affected on student's academic achievement and their performance. The teachers with a good personality are usually liked by the students. Those teachers who understand students' academic and personal needs are in a better position to offer such excellent learning opportunities to their students that fulfill their needs. So, the personality traits and thinking style of a teacher have an ample impact on pupils' academic attainment. All students have their individual differences so they accept information in a different way. Their personality traits and understanding levels are also different.

Each student is different from the other and they receive information in different ways because their understanding levels are also different. In educational psychology, individual personality and its achievement level are the most important issues of personality development. Every person has peculiar psycho-social problems, which cause feelings of nervousness and disturbance in them. Consequently, they behave differently in different situations. Many studies have clearly highlighted that personalities are very important catalyst for teacher's professional effectiveness and their cognitive development. Teachers' effectiveness must be assessed by a variety of sources rather than a single source. No single source can be considered as a valid assessment tool. Previous researchers have also proved that impact of teachers' personality on educational success and performance of the students

was significant. So, the present study is planned and conducted to dilate upon to evaluate the impact of teacher's personality on the educational success of learners, Ghazi et al (2011).

In educational setting, unlike many other developing countries, Pakistan is not in encouraging conditions especially because of untrained teachers. Lack of authentic teaching materials and poor physical infrastructure of schools also adversely affect the performance of education system. Memon (2007) states that at the time of independence and thereafter the educational landscape remained mostly unchanged. The same conditions prevail even now. The shortage of teachers, poor and ill-equipped laboratories and irrelevant curriculum still persist and do not encounter the present desires of the teaching.

In this respect, Government of Pakistan has invested a large amount of money on public sector education but output in terms of academic success and grooming of students have not been achieved as per government estimates and expectations. Consequently, the failure in the academic achievement, attitude, decision making, and inculcation of values among secondary school students in public schools are unsatisfactory due to lack of consideration of teachers' personality development and their instructional strategy at the school level. Therefore, poor quality students and continuously increasing failure rates have been observed. In other words, incompetent students show poor performance in the classroom, lack of interaction with others might be the cause of poor performance of students and decreasing standard of education in Pakistan.

Memon (2007) explains that currently education sector in Pakistan, facing encounters many challenges including insufficient funds, half-hearted implementation of policies and programs, poor quality supervision, loose organizational structure, incompetent management and lack of teaching strategies. These are some of the reasons for the poor performance of education sector as compared to other countries; Pakistan has lowest literacy rate slow social and economic development in South East Asia. Kosgei et al. (2013) explore that teachers' role is being criticized because of low student achievement and poor performance. It may be due to their incompetence and poor professional performance and ineffectiveness of their personality traits.

Eyong et al. (2014) state that all stakeholders including parents, educationists, and psychologists are worried at the sharp decline of academic standard. Therefore, the current



study is designed to find out teachers' personal and professional personality characteristics that strengthen the educational success of learners at secondary level in Punjab. So, a need was being felt to conduct a study to identify teachers personal and professional personality characteristics that influence on student's learning achievement and understand the means of building those personal and professional traits among secondary school teachers in Punjab. McCrae and Costa (1980) has explored the personality traits, conscientiousness in personality show that it makes the student self-disciplined, careful, logical, organized and strong-minded in their beliefs. While low scores of the students shows indiscipline, carelessness, disorganization, and indifference in their personality. Those students who have positive effect of these traits are expected to perform in their lives successfully.

Academic achievement of the students has great impact on teacher's personality characteristics. Sympathy and cooperativeness is agreeable traits in teachers' personality students with high scores flexible and pleasant personality. The researcher, therefore, examined how these personality traits of teachers have significant influence on students' academic achievement, McCrae and Costa (1980). Furthermore, Richardson, and Arker (2010) claim that most of studies have examined how someone's personality affects the success of others. The study point out the question whether the personality traits of the teachers have an impact on the academic achievements of the students or not. The present study extended to the need to investigate a relationship between the personal traits of teachers and the performance of students in education and personality development of the students.

## **1.1 Statement of the Problem**

The research problem can be derived from theory, earlier research results or personal observation or experiences. The problem statement is more than information gathering. According to Creswell (2012), research problem may be an educational issue, controversial assertion, and a concern needed to probe into an in-depth research study. A good research problem is an issue found in our educational settings. As mentioned above, a teacher's personality mode performs an important part in the success of students. It is noticeable expectation that the personality related traits of the teachers' affect students' learning achievement in the classroom as well as in school. But the students' achievement rating is ordinarily bad and do not reflect the impact of teachers' personality on learning achievement

scores. It can also be due to teachers' personality characteristics or some other elements that might be responsible for students' low learning achievement. In existing study, the focus of the researcher will be on analyzing teachers' personality features and then check out to what extent; these characteristics/traits of teachers affect students' learning success at the secondary school level. Identification of the prevailing personality characteristics which affect students' achievement was supportive of working the teachers' personality and similarly useful in enhancing education system.

There are many opinions that a student's achievement is associated with teacher personality factors, working in harmony with other factors such as personality factors, environmental factors, psychological factors, and sociological factors. Their role in student performance cannot be ignored. Numerous types of research conducted by expert psychologists argue that the characteristics of a teachers' personality has a vital effect for prompting the student's educational accomplishment. Students often feel frustrated not to get encouragement and enthusiasm for the challenge in the classroom, mainly due to the restrictions imposed by the autocratic nature of teachers.

As stated above, the personality of a teacher is a role model for the students that can develop positive personality characteristics among them. But in Pakistan, it seems teachers not only play their effective role in the development of students learning and academic achievement but also to their un-effective attitudes, behaviors and personality traits. In view of the above, the present study investigates the impact of personality traits of secondary school teachers on students' achievement in Punjab.

## **1.2 Research Questions**

1. What personality qualities the secondary school tutors have?
2. What is the relationship between different components of teachers' personality traits and students' achievement?
3. What is the comparison between BISE results and teacher made test?
4. What is the existing level of students' achievement in Punjab?

## **1.3 Objectives of Research**

The research aimed to inspect the influence of teachers' personality traits on students' academic achievement at secondary level in Punjab. The objectives of research are as follows:

1. To identify personality traits of secondary school teachers.
2. To find out the relationship between different components of teachers 'personality traits and students' achievement.
3. To make a comparison between BISE results and teacher made test.
4. To explore the existing level of students' achievement in Punjab.

#### **1.4 Significance of the Study**

In any educational scenario, it is always preferred to triumph the top potential product that has worth. The achievement of students' regarding academic also reflects in education which they receive in any institution. If they attain their goals then quality exists. Therefore, present study would be the focus on the investigation of teacher' personality traits, their ability, enthusiasm, personal traits, and environmental conditions. Today, parents, educationists, psychologists, and counselors, are all worried at the declining academic standard and falling quality of student's achievement. It is critically needed while preparing effective and qualified teachers. It has always been a main concern of stakeholders (Watts et al., 2011).

The researcher will investigate teachers' personality traits at the secondary level in Punjab in present study. This study would be helpful for policymakers to understand the learning difficulties of students and make an effective plan for the development of professional skills among teachers. The results of the study will be helpful for the government to take the necessary action to build the positive teacher personality traits through regular base in service and pre service teacher training workshop. It will also supportive for school administration in designing and implementing the policies devised for the improvement of students' performance and disbursement of quality of education to the students by bringing about a change in the attitude of students in their learning styles, facilitating them in acquisition of their knowledge and improving the teaching strategies and learning environment for learners. Therefore, they can impart a dynamic part to enhance students' poor academic achievement. This study would also help the teachers to be more involved in decisions the making process which is related to student's achievement and learning performance. Teachers' personal traits would have an impact on student's academic achievement if they have the power to solve students learning problems.



The result of the study would also be beneficial for the teacher. They would be able to devote extra time in designing, planning, and organizing their lessons. They will think about new concepts and develop new approaches; set vibrant goals and inculcate the positive attitude and behaviors among students. In current studies, the researcher would investigate various teachers' personality traits at the secondary level in Punjab.

This study is concerned with the students of secondary schools who are at a crucial stage of their study where they have to decide for career selection. At this stage, they need their teachers' guidance, support, and motivation in their studies and future planning. If the teachers have good attitudes and behaviors, professional effectiveness, freedom from financial worries, tensions and are equipped with the use of latest technology, they would support and guide the students well and establish mutual and friendly relationships with the students which eventually lead to the students' good academic performance and achievement. This study would be helpful in improving teachers' personality traits that helps the students in developing life skills and academic achievements.

Findings of this study would be the fundamental advantage for all relevant and interested stakeholders i.e. parents, students, teachers, administrators, politicians, and policy makers. The Government of Education may additionally make use of this study in conformity with their planning and implementing the development programs. The teachers may also be aware that how many personal traits influence their teaching methods which are advantageous for the students in achieving their overall performance and national goals of the country. Therefore, a harmonious relationship between teaching styles and personality traits will lead to the adaptation of effective teaching strategies.

## **1.5 Delimitations of the Study**

The current study was conducted in three years among students of the secondary grade only. The following delimitation of the study:

1. The study was delimited to secondary school teachers.
2. Only secondary school students were selected for surveys.
3. Only heads of secondary schools working in public and private schools of the province of Punjab were chosen.

## **1.6 Operational Definitions**

It defines the measure and variables in the study and it is also use in in research to define certain authorization words.

### **1.6.1 Personality**

Personality constitutes are those constant features that illuminate how a person acts in actual mode. In this study the personality of secondary school teacher who teach at secondary school in Punjab.

### **1.6.2 Secondary Education**

Secondary education is the learning process of the students which is started after they complete primary education. After completing the primary education students join the secondary education. In this present study, the age of targeted students varies from 13 to 16 years at the secondary level in Punjab.

### **1.6.3 Students**

The student is a person who studies at school, college or university for getting education the students of the secondary school at 9-10<sup>th</sup> grade in the province of Punjab.

### **1.6.4 Teacher**

A teacher is a person who has knowledge, abilities and different trainings in teaching, clarifying and educating; who is skilled of constructing the behavioral change in term of intellectual, physical, as well as moral domain. All the secondary school teachers in general and science subjects were selected in the present study.

### **1.6.5 School**

A school is an institution which provides learning opportunities for learning of the students under the direction of the teacher. All the secondary schools in public and the private sectors in the province of Punjab were selected for this study.

### **1.6.6 Academic Achievement**

The academic achievement represents performance and results that indicates the extent to which a students has achieved specific goals that have been the focus on activities in

specific educational settings at school, or university. Academic performance is commonly measured through continuous tests or evaluations.

### **1.6.7 The Big Five Model**

Generally big five elements categorized neuroticism (the unfairness drive with bad effect, such as anxiety, insecurity and psychological distress), extraversion (the degree or force about social relationship and action level), openness (refer as active people and immediate experiences), agreeableness (the quality concerning one's interpersonal interaction with variety beside style to antagonism) or conscientiousness (the quantity determine stability in thought among goal-directed behaviors).

### **1.6.8 Extroversion**

Onyekuru and Ibegbunam (2015) state extroversion are characterized by having sociability, confidence, public dominance, ambition, feelings toward action, sensation-seeking and wonderful effects of positive experience.

### **1.6.9 Agreeableness**

Agreeableness including self-sacrifice, friendliness, and quietness, whilst immoral agreeableness includes antagonism, influence management, and selfishness (Onyekuru & Ibegbunam, 2015).

### **1.6.10 Conscientiousness**

Conscientiousness means people have more commitment with their duty or discipline in the alignment of their work obligation in their work job performance, career success, inspiration and job satisfaction (Onyekuru & Ibegbunam, 2015).

### **1.6.11 Neuroticism**

Neuroticism encompasses characteristics that include extreme worry, pessimism, vile self-believe low temperament, low confidence, and tendencies to negative emotions (Mohammadi, Pashaky, Yaghoubi, Mahmoodi, Molaee, & Esfajir, 2014).



#### **1.6.12 Openness**

Openness is characterized as imaginative, cultured, curiosity, broad-minded, and creativity (Onyekuru & Ibegbunam, 2015).

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Concept of Personality**

Personality is defined as a constant and structured collection of mental traits and mechanism of a human being which influences his/her communication and adoption to the physical, psychological and social environment surrounding it. Generally, personality describes various kinds of characteristics, beliefs, states of mind which distinguish one person from another. Building a personality is a continuous process with reference to time and situation because every person differs from others. Here, it is also an important question for personality psychologists to know, how and why each individual differs from another, difference between individuals and between groups of individuals. When the psychologists analyze historical vision of these differences among individuals. They suggest some personality models that each individual differs. All individual do not think, feel or act in the same way all the time. They change their feelings, thoughts, desires, behaviors, and actions according to their mood.

According to Sorkhkolaei and Hassanzadeh (2013) people are composed of perfect replicas of personality characteristics and in every situation where stability has distinctive belief that affect change in the permanence of behavioral skills or different functions or desires. It is based on personality models that have extraordinary needs, expectations, motivations and objectives. Hashim, Ishar, Rashid, and Masodi (2012) define that personality can be fixed with the invisible characteristics of an individual which establishes a model of behavior with thoughts, possessions or people in the environment.

In the above definition, when each individual contrasts with the system, he varies in responses. There are the some questions for personality analysts. There are contrasts: within people, between people, and between people in gatherings. These differences at all levels are not predictable to identify with the structure of the contrast at each level, because individuals vary from minute to minute. They change their feelings, their reflections, their goals, and their activities.

Geramian et al. (2012) says that all people enter the world with their own unique personality characteristics which are not related to other people. It can be concluded that the supremacy of this world depends on the fact that every human being has a particular identity. Because every human being is constantly known for his own qualities that he/she shows. Therefore, this is the reason that encourages the analyst to examine these areas of study to focus on how and why human behaviors and the personality differ in different societies. Geramian et al. (2012) states that personality can be characterized as the way we talk, reflect, transmit and feel that demonstrates the difference in individuals. It is reflection of beliefs, attitudes, and activities that are generally stable according to time and circumstances.

## **2.2 Personality Traits**

Ghania et al. (2016) defines personality traits as a dynamic association between the individual and within the individual, the symbol, alike feelings and behavior that represent each individual. Their individuality is shaped by the stable behavioral characteristics of an individual and intra-individual process. Kırkağaç and Öz (2017) depicts that personality is "distinctive model of perception, sentiments and manners of an individual with mental and spiritual appliances, invisible or not, overdue these forms". Allport (1961) describes that personality is a strong association, inside the individual, on psychophysical framework up to expected control of the individual's characteristic of behavior, thoughts, and sentiments.

According to this definition, emphasis is laid on personality as an inner process that gives permanent stability to the behavior of a person. It can be understood that personality is a regular and possibly stable process. It could not exchange the personality of a person with the behavior that changes on day to day and week to week basis. It is only predict our friend's acts, and expect them to conform to that visible comparative behavior which they had from day one to the last. Simply speaking personality suggests different models about behavior inside a person. Personality is an element to make our actions, worries and views that make us predictable and these are not identical to others.

Burke, Matthiesen, and Pallesen (2006) views personality as the ability with which an individual reacts and interacts with others. He simply puts personality as a stable human characteristics or variables. Narimani et al. (2007) address that personality consists of traits, feelings, and tendencies which lead to change. Individual behaves differently in different

situations which, too, changes with the passage of time. These traits are unique in every person and keep him unique among groups, but their patterns in each person are different, while each person can be compared to others even though they have special individual traits.

According to Hampson, Ellis, and Tenk (2008) is perception and moderately stable patterns of behavior, opinion, attitudes and cognition. Geramian et al. (2012) said that having a decent personality indicates those individuals are kind, welcoming, and idealistic. But its opposite is being unkind, aggressive, and narrow-minded. It suggests that every individual has a complex set of characteristic which impacts their behavior at right angles with time and circumstances.

In above mentioned definition, many theorists give incomplete definitions of personality, they do not agree on one single definition of personality. According to Sorkhkolaei and Hassanzadeh (2013) personality consist of an attractive pattern of behavior about trait, nature, and needs in unity to measure significance with individual behavior, and personality about traits or temperaments a lot individual's variations among behaviors. But behaviors stability at some stage is stable in exceptional situations. Mkpanang (2015) illustrates that personality refers to external and observable characteristics of individual aspect that people can see.

Tsai (2012) Cite Costa and McCrae characterize the distinctive qualities as a constant and predictable characteristic in accordance with the reactions of a person when performed in various situations. The unique characteristics of the personality within individual behavior can explain the natural tendencies of people in different circumstances. They argue that certain groups of personality description are connected to original working, involves self-assurance, freedom, honesty with work, readiness to take risks, attraction to complexity, and tolerance for uncertainty, flexibility, and institution.

Kırkağaç and Öz (2017) suggests that individual's social as well as physical environment can be modified through different physical appearances and activities of people. Each feature that designates an individual, aware us that specific individual. For this regard, it may be assumed that a personality contains various welfares, outlooks and aptitudes of an individual, the style of speaking, the outward appearance and his style of adoption to the



environment. Basim (2013) explains that personality is an integral part which influences on thoughts, feelings, speeches and individual behavior.

Srinivasan and Xavier (2015) depicts personality demonstrates persons' appearances which comprises of way of intellectual, expressive and communicating forms. They also mention that Allport (1961) depicts that personality is a vibrant form of social and psychophysical structures that determines its exact variation to the atmosphere. Dynamic organization implies changes in personality constantly. Personality of the person can be considered as constant model of attribute, approach and a person's behavior. Binti (2014) states that personality comprises beliefs, views, morals, attitudes, character, skill, self-confidence, intellect, inspiration, behaviors and so on.

Revelle and Condon (2015) describes that personality is the constant and continuous process to draw a conclusion and provide an explanation for the coherent model in time and space with respect to its effects on cognition, desires and behaviors of an individual experience and expression. People differ from their routine behavior in a moment when they do not think, feel and act consciously. They change their feelings, their thoughts, their desires and their actions all the time. When other people evaluate our personality, they are evaluating our behavior in a fundamental situation and how we change in varying situation.

When we think of our identity, we comment on our behavior as a result of our influence on our understanding. An important level of personality analysis examines the model of approaches in which human beings change. For observers, the dynamic current of feelings, thoughts, causes or behaviors shows a special, progressive presence in each individual.

Abdullah (2016) defines in simple words, personality as a collection of intrinsic and extrinsic traits, both of which have the additional effects on an individual's behavior. So he considers that in the evolution of a person's personality, traits and characteristics play an important role. Arbabisarjou, Sourki, and Bonjar (2016) define that personality is characterized as a compound and generally a set of fixed and stable qualities of an individual which makes him recognizable from others.

Maadikha and Erfani (2014) explain that "a trait is a quality of particular behavior that characterizes the individual in a wide range of activities, and it is honestly constant with the

period of time" For example, a person can show more or less permanence in his obvious behavior, honesty or dishonesty, joy, independence or dependence, flexibility or rigidity, emotional maturity, selfishness or modesty, sociability or retreat in various combinations and models. Only those traits are called personality traits that are found in the behavior of an individual, more or less consistent, even if the individual changes from year to year as the child grows. This pattern of traits tends to continue or persevere permanently. Therefore, unity, consistency, and continuity mark the personality traits and the behavior that is the result of one's personality.

### **2.3 Concept of Traits**

Lo,et all (2014) cites that the personality trait is a set of coherent features and tendencies that expresses the similarities and differences between individuals. It is a fundamental and stable factor that takes a long time to evolve and develop. Srinivasan and Xavier (2015) describe that trait is a particular characteristic of the behavior which characterizes an individual in a wide range of activities, and that is rather constant over time.

Kornadt (2016) explains that personality is a sequence of life according to the interaction of a person with environmental conditions which requires the driving force behind this development. To a large extent, the personality trait can explain the cause of human behavior and actions because the general characteristics of a person are always shown in specific context and can influence his behavior. So, the understanding of individual's personality and the conviction of professional development can be useful for the development of future. As this personality feature has a unique characteristic of interpersonal relationships and previous behaviors; it can be a predictor of future behavior.

In above discussion, the group of psychologists concluded five dimensions in the 1960s and improved in 1980 until the 1990s. The psychologists approved on five strong factors of the Five-Factor model in 1980s. This model has a hierarchy of peculiar belongings that is based on five sub-dimensions that are sociability, neuroticism, sympathy, scrupulosity, and directness to the experience (McCrae & John, 1992). These models occur, consequently, of an in-depth scrutiny of numerous persona checks, processes and adjectives used to label behavior. Onyekuru and Ibegbunam (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.

## **2.4 Personality Theories**

Here, it is necessary to understand that the word "theory" is used in the formal science in a different way which is beyond its use in daily life speaking. Mostly People used theory in its informal meaning for guess and idea. Theories are no longer argumentative beside facts; rather, a fact is the building block regarding theories. Functionally, in personality psychology particularly, testable theories are formulated. Personality types are a term utilized by early personality psychologists, who separate individual in different classifications, or kinds. In the early years of personality theories, many scholars utilize the time period to categories after depicting contrast to individuals.

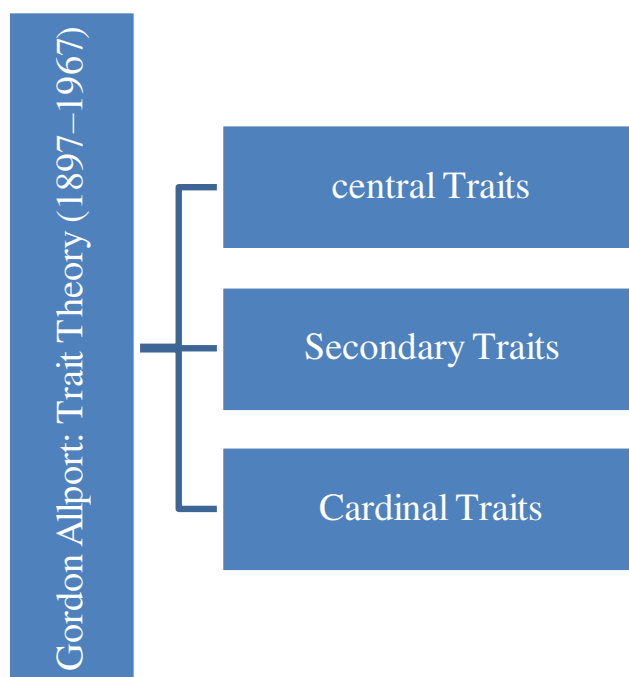
Sheldon (1954) has labeled individual body shape in three categories including Endomorphic, Mesomorphic, and Ectomorphic body. Endomorphic body type's human groups are fat and round having a tendency of being casual and cordial. Mesomorphic physique persons are extremely strong, solid, and also have active influential personality, while body type of Ectomorphic people are big, cruel and biased and have a tendency to bear a horrific and unclear personality.

Boyle (2004), found the father of attribute models namely, Gordon Allport, Raymond, Cattell, and Hans Eysenck. At first, Allport (1937) commented that all human beings have fixed characteristic and behavioral forms. It inclines from friendly to nervous. Passive and aggressive, positive and negative, introversion and extroversion. The inclinations of extroversion are revealed communicative and energetic behavior, while introversion is more distant and antisocial.

### **2.4.1 Gordon Allport: Trait Theory (1897–1967)**

Nicholson (2002) discloses that Allport is a pioneer to investigate human personality. In 1979 Gordon Allport presented 4,500 characters of one's personality. Allport categorizes all the mentioned qualities hooked on a pyramid on three levels such as central, secondary and cardinal behaviors. Although Allport found many traits in each individual. He analyzed someone at the same time, through interviews, observations, estimation of cultures,

documents, etc. These are referred to modern time as qualitative methods. He found in each culture, there are common qualities and states of mind, which they are the part of the culture. In each culture, people are introvert and extrovert or liberal and conservative. These traits are mentioned here:



**Figure 2.1:** *Gordon Allport: Trait Theory (1897–1967)*

#### **2.4.2 Central Traits**

These general traits which have some central features can be seen in every person in daily routine life. He considers specifically "intelligent", "honest", "shy" and "anxious" as internal traits. According to Allport (1979), the central features are following the hierarchy. These are the common characteristics found in each person (such as loyalty, sympathy, sociability, kindness, injustice, hardness and bad mood). These are constitutive elements of our behavior.

Nicholson (2002) states that central characteristics are present at the various degrees in every individual. The permanent central characteristics influence, but do not control the behavior of an individual. Boeree (2006) asserts that central characteristics are the constitutive elements in each personality. When describing someone, you can use words that indicate these central characteristics such as: intelligent, stupid, hard, shy, complicated, irresponsible



and irritable. He stressed that these qualities are five to ten in number in each person. Mae (2012) also describes such inner traits as kindness, sincerity, quietness, and jolliness.

### **2.4.3 Secondary Traits**

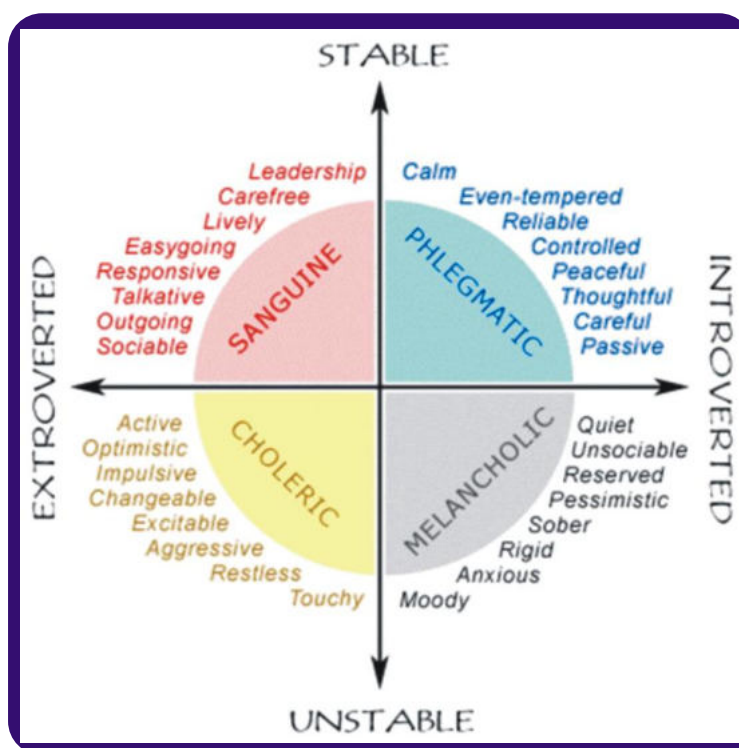
These qualities are related to attitudes and preferences. They perform only in particular environments. According to Allport (1979), secondary characteristics inhabit at the bottom of the hierarchy. These traits are not quite clear and stable as central traits. They are abundant and exist in particular environments. These secondary traits give an explanation of personality at the time specific behaviors. People appear different in their typical behaviors. For instance, a friendly person becomes angry when people attempt to touch him; other is no longer an irritating person when talking freely. Nicholson (2002) explained secondary traits exist in every person and can influence his behavior, however, irrelevant characteristics are highly established in the immediate situation, and they no longer appear in all situations. Moreover, Boeree (2006) stated that secondary traits are the ones that aren't quite understandable, and consistent. Preferences, attitudes, situational characteristics are additional traits. Mae (2012) elaborates that inner and outer powers relating to personality has the impact on persons' comportment and character.

### **2.4.4 Cardinal Trait**

According to Allport (1979), the cardinal features manage the behavior of an individual. They remain at the top of the hierarchy and are recognized as the control of the single control and ruling passions. As a substitute, our personalities are generally composed of multiple traits. Cardinal characteristics are powerful, but not many human beings' personalities are subordinate to a single trait. Nicholson (2002) finds cardinal people are rare and have strongly determined behavior. These traits characterize an individual personality. People with these personalities are considered in original meaning problematic and self-centered. Boeree (2006) views cardinal traits are those humans who have practically defined their life. Someone who spends actually his life for fame, wealth, and femininity. These specific humans are greedy, heroic self-sacrifice, religious service, and aggressive, political, ruthlessness. Mae (2012) illustrates that cardinal traits are totally dominant person's lifestyles.

### 2.4.5 Hans Eysenck: Three Dimensions of Personality (1916–1997)

Hans Eysenck's work significantly revealed as a psychologist in 1967 in the world. His progressive work progressed to England in 1934 but he died in 1997. Who believes personality is managed according to natural balance or seen people having two couple's particular behavior dimensions: extroversion vs. introversion, and neuroticism vs. emotional stability. According to their theory, those human beings who have higher level of extroversion are sociable, outgoing and communicate with others, while those human beings who only have mild introversion to be alone, put in unsociable behaviors, and monitoring their interactions including others. Hans Eysenck presented a model of human personality based on universal traits. These traits include three general characteristics.



**Figure 2.2:** *Hans Eysenck: Three Dimensions of Personality (1916–1997)*

### 2.4.6 Extrovert-Introvert

Eysenck's claims that a person's differences in extraversion-introversion are determined by half of the nervous system and the origin of the nervous system. According to this theory, the evidence shows that the environment is if it is transmitted through sensory organs with neural pathways' condition the brain and behavior. Eysenck argues that

extroverted methods have strong inhibitors and arousal processes. Over and solid nervy structure allows to experience a lot of motivation. The weaker response of the brain's nervous system to stimulation creates anger. So the extroverts are emotional towards environment, while Introverts contain a strong process of excitation and inhibiting process. Their nervous structures are "weak", but a brain function works rapidly and sturdily according to the incitements. Thus, a little quantity of inspiration is accept by them. According to Eysenck, introvert human beings are cool or introspective which tends to determine them for time stability individuals that are aware of the ways they sketch their lives' pattern in accordance with their thinking.

#### **2.4.7 Neuroticism VS Emotional Stability**

In the neuroticism/ emotional stability dimension, individuals with the high level of neuroticism stand anxiously; they have intense feelings of anxiety, living in stress condition, their body and expressive state are inclined to go flight-or-fight response and more emotionally stable. Mae (2012) explains this category is synonymous to "moodiness and even-temperedness", where the neurotic individual is determined to have modified emotions beyond the time, whilst an emotionally stable person tends to keep a constant mood and emotion.

#### **2.4.8 Neuroticism**

In these personality traits, humans tend to include independent, cold, sympathetic, destructive, anti-conformist, impulsive, antisocial and hostile thinkers. People are extreme in terms of socialization (often referred in terms of superego control) have a tendency to maintain high control of the group: they are more altruistic, empathetic, and cooperative and conventional. Mae (2012) describes that psychotic person may be hostile, manipulative, anti-social and non-empathetic in his attitude. Eysenck defines that neurotic people are anxious, intense and helpless, those human beings have a tendency to involve in neuroticism stability with hardiness, stable, quiet and even-tempered.

#### **2.4.9 Effects of Neuroticism on Performance**

There is no any way to directly explore that in what way neuroticism upsets routine; however, several types of research test the effect of nervousness traits. According to Eysenck (1985) anxiety is a negative effect of overall performance in a playing of task-irrelevant

activities, such as a worry. Eysenck (1982) found those students who are recording high-level worries perform very low in the tests and exams. Although theories of traits were properly established in the 1960s, they are not consistent with the original repetitions of Cattell's work. On the contrary, a series of investigations on the use of Cattell's variables with a simple five-factor analysis (Fiske, 1949, Tupes & Christal, 1958, 1961) also demonstrated a simple five-factor or "Big Five" personality model (Digman, 1990, Goldberg, 1993).

#### **2.4.10 Costa and McCrae Trait Theory**

After Eysenck's (1967) work is done on personality model, the emergence of NEO-PI (Costa & McCrae, 1985), five factors are linked to the extensive change of precise traits comprises in relation to 300 items. This questionnaire designed to measure the internal durability of the five-factor model. Maximum of the work about the Big Five model use to be implemented in the northern United States of America in a European language. The Big Five major work is factor analysis in the twenty-first century, along with questionnaires then revision of (NEO-PI-R, Costa & McCrae, 1992) is used in occupational psychology. Following work of Costa and McCrae on five-factor model of personality is as below:

##### **a. Agreeableness**

Costa and McCrae (1985) state agreeableness is the degree to which humans are trusting, open-minded to others. Those people who are regarded low in agreeableness are considered antagonistic, realistic and hard worker.

##### **b. Conscientiousness**

Costa and McCrae (1985) explain that conscientiousness is related to novelty or achievement. Highly conscientious persons are motivated, caring, well prepared or organized, but those people who are low in conscientiousness are easy-going, depending unto their willpower and are no longer goal-oriented.

## **2.5 The Big Five Model**

The five-factor model organizes all persona qualities along with a range of five features: directness, extraversion, carefulness, sociability, and neuroticism. Many psychologists agree about the five-factor model. As an end result of research of Castell's or Eysenck's personality consumption theories, the Big Five theory was formulated. These

model state five interior characteristics that govern an individuals' personality. Funder's (2006) exploration of five-factor model started in 1949. In 1980s and 1990s researches improved and supported the five-factor model. The personality traits of five factors show an arrangement in interviews, self-reports, and observations, as well as in a wide range work of collaborators at a diverse time and cultures. It is widely accepted between the theories of traits and within the psychology of the present personality and the close approximation to the dimension of simple tension.

### **2.5.1 Extroversion**

Tok (2011) views that extroversion individual tends to behave active, sociable, person-oriented, talkative, optimistic, and empathetic. An individual who has scored high about extraversion is characterizing as energetic, positive emotions, talkative, assertive, social, and the aptitude. Those who have low score about extraversion live in small group, revel in quiet, and prefer things to do alone, or keep away from huge social situations.

### **2.5.2 Agreeableness**

According to Tok (2011) agreeableness aptitude relates to a good-natured, kind-hearted, helpful, altruistic and trusting individual. Mae (2012) explains this trait is alternatively cooperative and doubtful or hostile to others. It additionally measures a person's trusting or beneficial and normally well-tempered nature. People may score agreeable tendency and describe it rude and uncooperative.

### **2.5.3 Conscientiousness**

Mae (2012) stated that this tendency remains hardworking, reliable, ambitious, punctual and self-directed. This trait mentions one's aptitude towards self-control, dutifulness, and competency, thoughtfulness and achievement-oriented approach (such as much goal-directed behavior). Individuals high in conscientiousness prefer deliberate instead naturalistic behaviors which are organized, hardworking, or dependable. Individuals who score high with conscientiousness have a bold approach is spontaneous, and remains disorganized.

### **2.5.4 Openness**

Tok (2011) explains that openness tends to be imaginative, curious, and innovative or can also hold unconventional beliefs and values. This characteristic contains admiration for



drawing, sentiment, adventure, uncommon ideas, curiosity, and variety concerning experience. Mae (2012) stated that openness displays an individual's dimensions regarding intellectual interest, creativity, and preference of modernization and variety. It additionally describes an individual as blazing and independent; that describes a personal desire for a range of activities over a strict routine.

### 2.5.5 Neuroticism

Mae (2012) views this tendency becomes emotionally troubled and may develop psychological suffering. High neuroticism is characterized by the experience of unpleasant emotions, namely anger, anxiety, depression, and impotence. Neuroticism also refers to the degree of an individual as impassion and not as a control of power. People with high neuroticism have tendencies towards pathological instability characterized by anger, impulsivity, and hostility. Watson and Clark (1984) found that humans report excessive levels of neuroticism to document negative or unhappy feelings.



**Figure 2.3** *Five factor personality model*

## **2.6 Tools to Measure the Personality**

### **2.6.1 Objective Tests**

It is a psychological test that is used to measure person's features. It isn't subjective by the examiner's personal views; they are stated to be independent of rater's prejudice. They are marked and compared in order to ensure scoring mechanisms. Objective exams grip extra validity and projective tests. The detail of objective type test is as given in following paragraphs:

### **2.6.2 Myers-Briggs Form Suggestion**

The Myers-Briggs type indicator (MBTI) is another name for a personality test. Based on the psychological types of Carl Jung, it was used during the Second World War by Isabel Myers and Katherine Briggs. This indicator of 16 types checks the division of behavior along four scales which, when combined, produce a "personality type"; the four scales consist of extroversion-introversion, perception-intuition, feeling-thinking, and perception-judgment. The Myers-Briggs type indicator is used by 89 corporations and is very common with firms worldwide. The use of MBTI to identify unique personality types in special professions is emerging as a popular tool especially for recruiters or managers.

### **2.6.3 Minnesota Multiphasic Personality Inventory (MMPI)**

The Minnesota Multiphasic Personality Inventory (MMPI) is a standard personality inventory widely used the clinical and non-clinical population uses it regularly to help along diagnosis in relation to imbalance personality. It was published in 1943, along with 504 true/false questions, but a modernized form includes 567 questions. Launched in 1989, it is known as MMPI-2. In it, the answers are evaluated according to the scientific profile based on 10 scales: hypochondria, melancholy, madness, psychopathic abnormality and masculinity with feminineness, fear, psychiatry, asthenia (possessed/neurotic qualities), schizophrenia, hypomania or conventional introversion. There is also an interval for determining risk factors for alcohol abuse. In 2008, it was reviewed after with an innovative method; this is MMPI-2-RF with 338 questions.

#### **2.6.4 Sixteen Personality Factors**

The sixteen personality factor (16 PF) inventory to measures personality characteristics of an individual according to Cattell's theory of sixteen factors with respect to personality. The 16 PF is used as a technical device by psychologists and other experts to recognize psychiatric problems and organize a therapy plan. Provides information to doctors with a usual variety of nervousness, modification, tumultuous steadiness and social snags. It can also be used in areas of psychology, namely occupation and professional choice.

#### **2.6.5 Neo Personality Inventory -Revise**

The revised Neo (personality inventory) is planned to examine persona features using the five-factor model. According to this model, the five persona levels contain directness to experience, scrupulosity, extroversion, kindness, and neuroticism.

#### **2.6.6 Eysenck Persona Questionnaire**

Eysenck's record emphasizes on three scopes: psychoticism, extraversion, and neuroticism. The Eysenck personality survey is constructed primarily on the personality model of Eysenck, which arose from enormous physical work and research laboratory experiments. Mitchell and Kumari (2011) stated that Hans Eysenck is the idealistic psychologist and the most impressive personality researcher in modern era. Who recommended a concept which states dimension of personality and provides insight in the neurophysiological motives of personality.

#### **2.6.7 Self-Report Measure**

Self-report measures count number concerning statistics data provided directly by individuals, their beliefs through a format of questions and answers. There are quantities in the test formats; however, each requires that the respondents agree with the provision of facts concerning their personality. They normally make use of multiple-choice objects in totaled gauges that means a margin of 1 (strongly disagree) according to 5 (very much agree). The self-assessment processes generally make use of multiple-choice objects and numbered scales, which represent a grade above 1 (strongly disagree) after 5 (strongly agree). The self-assessment measures are old in both clinical and non-clinical populations due to a diversity of causes, outside of the analytic resolves, according to the orientation of the professional

support. However, the researcher used the large five personality portfolio to quantify the teacher's persona qualities and its impact on students' achievement because the big five model of personality is most popular and relevant in this study.

## **2.7 Component of Teacher Personality**

A group for personality researchers agreed on five dimensions of personality in 1960s, and it got further improved in the 1980s and 1990s. At the end of the 1980s, scientific personality research settled on five components called Five-Factor Model. This Five-component personality model at various levels is related to individual being and it also has five sub-dimensions. The five component personality model was devised on the basis of comprehensive investigation of different persona trials, gauges and the descriptors which were utilized to depict the character of individual. Ongore (2014) investigated that personality traits were gathered, defined and characterized as a structure which includes five variables: extraversion, Agreeableness, conscientiousness, neuroticism, and openness to come across.

### **2.7.1 Extroversion**

Extroverted humans are friendly, enthusiastic, active, devoted to performing, socially interactive, and outward-oriented. Extroversion is a state where people display better concern towards what is taking place outdoor. These persons are affectionate and cooperate with people and are usually chatty. Such persons love going out, partying, gathering with human beings and frequently become bored and they are whole by themselves. McShane and Glinow (2013) indicate that extroversion describes individuals as cordial, chatty, sociable, and confident. Such people are called social butterflies, vivacious and hopeful. In contrast, those individuals who score low with this identity are considered to be self-observers. Individuals with this characteristic are energetic, do not encounter with others. They could show better job performance. Extrovert people are highly characterized by using high-quality emotions, and the aptitude in accordance with stimulation and corporation concerning with others, who displayed a higher amount of sociability, confidence, and talkativeness. DeYoung (2010) mentions that extraversion is an inclination to experience optimistic feelings which usually arise from experiences of incentive or the capacity of the prize. Extraversion includes traits, such as boldness, friendliness, and chattiness which seem to be connected to the attitude such as sympathy.

In above mentioned definition extravert, individual traits are characterized by those humans who are outgoing, chatty, friendly, and self-confident. In addition to it, extroverts are happy, full of life or positive. On the other hand, humans who have low rating according to personality measure are mentioned introverts described as like they aloof, self-governing, and silent. Persons with these qualities are enthusiastic, self-assured in expressing their points of view with others; then, switch to work performance. In particular, the extraversion is meaningfully linked to the supervision's work presentation. DeYoung (2010) find that all these traits are multiple because people who are talkative and inclined to experience are positive emotions instead of calm. Deniz (2011) views that extraverted individuals are social, energetic, happy, excited, positive and active being friendly, playful, management power and enthusiasm represent this factor. Taia (2012) expressed that extrovert individuals are cordial, eager, dynamic, attached to performing, charmed with social connection, and are outwardly-situated.

Kamarulzaman (2012) states that people who get high marks in extroversion tend to be affectionate, jovial, communicative, affectionate and fun-loving. In contrast, low extroversion scores are probably solitary, sober and passive. (Saricaoglu & Arslan, 2013) explains that extroversion mentions a situation of persons that shows apprehension for what happens outer. These people love interacting with people from all over the world and are mostly chatty. They hate to remain lonely. They always like to be the center of charm for celebrations and get-togethers. Troncone, Drammis, and Labella (2014) identifies extrovert people as more inclined to socialization, chattiness, dynamism, activity, assertiveness for instance, they travel a lot and to do a lot of physical activity; communicate with others. Maadikha and Erfani (2014) explain that extroverted people are socially devoted people, desiring large groups of peoples and get-together, and are bold, lively and chatty. They are aware of new things and ideas and are constantly vibrant people. Ongore (2014) finds extrovert people imply an energetic approach and embrace behavioral characters such as friendliness, boldness and optimistic.

Onyekuru and Ibegbunam (2015) mentions that extraversion refers to a state of mind of those people who are more concerned with what is going outside. Such people love collaborating with individuals around and they are big chatty. They don't care about investing energy alone and love being the center of the attraction of gatherings and parties. These



people love friendship, going out, celebrating, gathering individuals and frequently getting tired when they are without anyone else's input. They respect the organization of others and contempt to stay alone.

Cepic, Vorkapic, Loncaric, Andic, and Mihic (2015) clarifies that highly extravert people are extremely friendly, talkative, warm, dynamic and awesome, and constructive emotionally and constructive collaboratively with others. Rather they are frequently depicted by others as, calm, unsociable, unaffected, and are not regularly seen with other individuals. Seevers, et al. (2015) describe that individuals high on extraversion are expressive, assertive, and energetic. They relate to ambition, such as initiative, assertiveness, and energy. Ghania, et al. (2016) investigates extraversion in a person is one of the unique characteristics that indicates to the degree people are sure, decisive, and stimulated, more chatty, friendly and build up a higher number of connections. Leephajaroen (2016) expresses that extroversion is always there when an individual works in association with different people; their identity to make becomes prominent self-assure, mix and make contacts with other individuals effectively.

Arbabisarjou, Sourki, and Bonjar (2016) views Extroversion/Introversion—is the degree to which person is expressive, assertive and friendly as opposed to being kept, shy and calm. Extroverted characteristics of a person refer to the extent individuals are confident, assertive and energized. Extroverted people in accordance with this trait are more profitable because they are more possibly talkative, sociable and make a variety of relationships. These traits of personality have a tendency to stand assertive, socialize, and make relation with humans easily. Hakimi, Hejazi, and Lavasani (2011) describes that extrovert is the strength and quality of an individual's relationship with the environment; extrovert people are kind, lively, and outgoing and pursue a connection with their environment.

### **2.7.2 Introversion**

Saricaoglu and Arslan (2013) explains that introvert people never cares about the others they just care about their own life and nothing else. They do not consider what is going on nearby them. They never enjoy the company of others they just keep their selves hide form others and create their own world. Moreover, Onyekuru and Ibegbunam (2015) stated that introversion in an individual is concerned 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 communicate less experience with their personal company and in no way discover them between meetings, clubs, events and conventional gathering. They generally do not like to work with solid friends and have a tendency to rely on few ones.

### **2.7.3 Neuroticism**

Narcissism is a quality of people loving and liking themselves and feeling important and also be pleased with themselves. Hyldegård (2009) explains neuroticism is a summarization of nervousness, anger, distrust, social fear, impetuosity, and anxiety. In above mentioned definition, we can say that neuroticism is an aptitude according to experience terrible emotions, such as anger, anxiety, or depression. Neurotic people tend to remain nervous, naturally depressed, fearful, extremely sensitive, or fearful about security.

De-Young (2010) illuminates that neuroticism is connected to experiencing negative feelings. It incorporates such traits as uneasiness, reluctance, and touching. He further explains that neuroticism is the inclination to experience harmful reactions such as worry, self-consciousness, and irritability. Deniz (2011) said that neuroticism is defined as a variety of negative things, such as unease, confusion, and lack of confidence, touchiness, anxiety, and melancholy. According to the above mentioned definition, neuroticism is a state of mind that has negative feelings, for example, displeasure, uneasiness, or discouragement, which alludes to a level of enthusiastic dependability, motivation control, and nervousness. Kamarulzaman (2012) mentions that people who get high scores in neuroticism tend to be emotional, easily shameful, pessimistic and unable to deal with stress-related disorders. Taia (2012) views that neurotic people have a tendency to be anxious effectively discouraged, frightful and unreasonably touchy.

Saricaoglu and Arslan (2013) suggests that neurotic individuals prolong undesirable emotional state and cultivate innumerable behavioral pathologies. They face trouble to sustain relationships with others. They live in tension over long times. On the other hand, emotionally stable people are calm and satisfied with themselves. They are pleasant and very trusting people. Furthermore, they tend to positive emotions. Saricaoglu and Arslan (2013) also explains individual experiences as feelings of pain, worry, exhaustion, and disaster at their

different stages of life. It is necessary to get rid of adverse state of mind and feel tranquil in order to eliminate deleterious sentiments.

Maadikha and Erfani (2014) states that negative emotions with neurotic people like fear, sadness, feelings of guilt and their harsh reactions influence a person's to acclimatize the surroundings. Mostly people are detected with unreasonable opinions and who are not capable to resist the instincts. Consequently, they display little commitment to others in stressful situations. They constantly focus on the terrible aspects of lifestyles and discover the situation tremendously problematic to handle with hassle. This trend continues with other feelings like fear, sadness, shame, anger, guilt, depression, helplessness, and disgust.

Ongore (2014) realized that neuroticism incorporates characteristics like apprehension, ill humor, and gum based paint mindset, nervousness, moodiness, and tempera mentality. Scheepers, Lombarts, Van Aken, Heineman, and Arah (2014) express that absence of passionate dependability is connected with large amounts of anxiety, uneasiness, and neuroticism. Cepic, et al. (2015) established that neuroticism is regularly seen as anxious, irritable, questionable, stressing, insufficient, excessively responsive and unreliable. Then again, people scoring low on this scale demonstrate enthusiastic stable behavior: they are quiet, secure, casual, vain and tough. Seevers, et al. (2015) suggest that the neuroticism causes element of fears of security but have a tendency to be quiet, calm and ready to keep up poise notwithstanding difficulty. Neurotic human beings probably do not ensure to make effective attitudes to required work. Ghanian, et al. (2016) clarifies that neuroticism is a feeling of fear, pity, disgrace violence, blame, misery, weakness, and aloofness. They are dependably stressed full of apprehension and tendency to enjoy pleasure is less fruitful. Neurotic individuals do not have inspirational states of mind towards work. Arbabisarjou, et al. (2016) states that neurotics or anxious people are those individuals who reflect with their outlook toward feelings and have skeptical thoughts. They often hesitate and are nervous. Neuroticism traits are associated with low enthusiasm about knowledge, which includes low motivation, and low interpersonal abilities.

#### **2.7.4 Emotional Stability**

This factor has often been termed emotional stability. Research has also found that the common trait in emotionally stable people is that they can grip force and manage the work

easily in obstruction than fixated persons. Troncone, et al. (2014) states that emotional stability identifies the level of mood stability and the ability to control one's emotional reactions, such as anger and irritation (for example, "Easily control my tranquility with my difficulties"). Scheepers, et al. (2014) mention that emotionally stable people perceive stressful situations as a challenge and experience less negative emotions and do not exhaust cognitive resources while facing the stressful situation.

Cepic, et al. (2015) states that emotionally stable individuals show that they are calm, secure, relaxed, self-satisfied and hardy. Seevers, et al. (2015) suggest that a person with the high score on emotional stability tends to be calm, even-tempered, and is able to maintain composure in the face of any difficulty. Arbabisarjou, et al. (2016) defines that emotional stability means the degree to which the people are warm and pleasing as against violent, unfriendly and unpleasant behaviors.

### **2.7.5 Agreeableness**

Agreeableness in a person is a feeling of care and acceptance rather than a suspicious and oscillating attitude to others, which indicates that a person is useful, enjoyable and considerate to others. McShane and Glinow (2013) describes that agreeable person is satisfied, sympathetic, kind, helpful and friendly to others. This characteristic of people helps him in feeling extraordinary pleasure and builds a decent interpersonal relationship and mix as with a gathering. De-Young (2010) state that people apparently identify these characteristics linked to the wants, needs, and freedoms of others. They positively describe them as pro-social traits, such as cooperation, compassion, and courtesy, while it's opposite is described as harmful traits, such as brutality and violence. Agreeableness is linked to the psychological instruments that allow the understanding of the feelings, intentions and mental states of others, with sympathy as well as the idea of the mind and other forms of public information processing. Particularly agreeableness in people is characterized by solid, pleasant, simple, available and humble people (Costa & McCrae, 1992).

Deniz (2011) mentions that agreeableness is the tendency to be useful, reserved, easygoing, tolerant and merciful. People with a high level of agreeableness take care of and love others. They are sociable and start emotional intimacy with other people. Kindness is a sensitive, self-sacrificing, trustworthy, cooperative and welcoming trait, Hakimi et al (2011).

Kamarulzaman (2012) views that agreeableness tends to be generous, merciful and kind, while persons who go in the opposite direction tend to be petty, moody and dangerous towards others. Taia (2012) saw that agreeableness is the ability to get along, impart and coordinate with others, and it is reflected in the kindness of those who challenge. Pleasing individuals are considerate; they treat others with generosity and they behave well with others. Agreeableness is useful in developing an understanding of others. A man with this trait is soft-hearted, cooperative, kind, and honest in an interpersonal relationship and has a good temperament within their groups. These characteristics suggest that kindness can successfully predict the performance of the action.

Furthermore, Maadikha and Erfani (2014) believe that agreeable people are fundamentally altruistic and sympathetic. They are eager to help others and believe that other people have the same relationship with them. On the contrary, an unpleasant person is self-centered and wary of the intentions of others. Troncone, et al. (2014) said that agreeableness categorizes the level of self-sacrifice, faith, acceptance of others, collaboration (for example: "I behave well with others", "I generally trust others." Ongore (2014) mentions agreeableness traits like altruism, tenderness, trust, and modesty. Agreeable people are beautiful human beings. They are polite, treat others kindly, meet with others modestly, and tend to keep sympathy for others. Scheepers, et al. (2014) stated that agreeableness mentions to sympathy and include being caring, supportive, flexible and open-minded. They have a positive relationship with work performance; especially they are helpful and cooperative.

It is the tendency to collaborate and help others; agreeableness is connected with humanity, conformity, modesty, sympathy, and belief, Cubel et al. (2016). The study recommends that, in general, such people can be more successful in teamwork. Seevers, et al. (2015) explains that individual with the high score on agreeableness tends to be understanding and attentive to the needs of others, as well he is kind and cooperative that makes him be loved by others. Friendliness such as courteous, flexible, trustful, kind, cooperative, and tolerance helps in developing future relationship. Cepic, et al. (2015) says that kindness is linked with the qualities such as trusting, honest, useful, soft, direct, good nature and open-mindedness. On contrary to them, there are people who are rude, manipulative, wary, ruthless, cynical, uncooperative, irritable and rude. Bruno and Onyekuru (2015) explained that agreeable personality trait helps people in every situation in which they are placed. These

persons are unique in their outlooks and actions. They accept all the circumstances and are outgoing and caring. Persons who are kind enough are always organized and support others. They always keep smirk every time even if a problem arises.

Onyekuru and Ibegbunam (2015) identify the characteristic of agreeableness that helps people to change in all circumstances that benefit others. They do not bunk. They face challenges and smile. People who achieve the highest score are prepared to help other people and smile whenever a problem occurs. On the other hand, people who have low scores think that it is difficult to change for others and are minimally antagonistic. Ghania, et al. (2016) suggested that agreeableness have positive critical indicators with working connections. It is a feeling of being charitable, available, constant, attentive and warm. They are in solidarity with their employment in the workplace and are probably concerned with the development and improvement needs of their jobs and are responsible for the enhancement of work performance.

Amora (2016) clarifies that individuals with this trait are considerate, well-intentioned, kindhearted and concerned. Some educated people name such individuals as a "well-disposed nature" or "kind nature". Leephaijaroen (2016) noted pleasant things in the individuals having an agreeable identity are more willing to be helpful, loving and trustworthy. According to Costa and McCrae (1992), agreeable people are reliable, accommodating, sincere, unselfish and modest. People with a solid sense of accountability, self-controlled, attentive and have a robust wisdom of success, whereas those who cannot fulfill their responsibilities, remain as negligent, dirty and lazy.

#### **2.7.6 Conscientiousness**

People with a realistic persona mannerism attend to their ambiance and perform properly. These people remain careful. Individuals who score high on good faith scale are proactive, objective in every situation and are self-restrained. DeYoung (2010) suggest conscientious people have the capacity to force motivations to remain there even at the end of goals. This quality is connected both to academic accomplishment and achievement. Good faith is described as productivity, precision, and self-control, rather than impulsivity, distractibility, and confusion.



(McShane and Glinow, 2013) report that conscientious people are dependable, sincere and capable, cautious and thorough, dedicated and great at arranging functions. Therefore, they can perform better in many fields. Honesty with conscientious individuals is generally the indicator of occupation capability. Denzin (2011) found that conscientiousness is categorized as the feeling to be mindful, cautious, and systematic. views Hakimi et al. (2011) that conscientiousness persons are responsible academically devoted and have a capacity to maintain records. Tsai (2012) investigates that conscientious people tend to be determined, well equipped, capable, and cautious. He further says that conscientious individual reflects an authoritative capacity and show poise, steadiness, and objectivity. Kamarulzaman (2012) depicts those individuals who are composed, dedicated and eager. Conversely, individuals who score low on conscientiousness are normally scrambled, lazy, careless and unreliable. Ongore (2014) express that conscientious people incorporate qualities, such as friendship, painstaking, and reliability.

Cubel, et al. (2014) recommend this characteristic measures the degree to which people are careful, capable and persevering. Since it is related to effectiveness and accomplishment in self-trained individuals. Eyong et al. (2014) opine that conscientiousness is identified with diligent work thus this will influence academic performance. Scheepers, et al. (2014) specify that conscientiousness indicates trustworthiness and incorporates attributes like being mindful, sorted out, systematic and intensive honest for their work, fulfilling their work assignments timely and precise. Maadikha and Erfani (2014) depict that these people are sensible and conscious. They have great self-assurance in their skills. They pay attention to moral values and are rigorous in the implementation of social duties. Troncone, et al. (2014) explain that conscientiousness identifies with the level of accuracy, completeness, precision, and constancy (for example: "I usually give myself to the task until it is completed"); Cepic, et al. (2015) state that conscientious people are very reliable, organized, confident, self-discipline, ambitious, polite, clean, reliable, committed, considerate and persistent, while the opposite ranges as self-indulgent, careless, reckless, lazy, unrealistic, unreliable, unmotivated, irresponsible, aimless, careless and without aspirations.

Onyekuru and Ibegbunam (2015) state that people with traits of conscientious personality listen to their sense of good and evil and act consequently. Such humans are very careful and self-disciplined. Ghania, et al. (2016) view that a conscious person has the

tendency of remaining competent, ordered, obedient, successful and self-disciplined. Conscientious man recognizes the honor of achieving a goal and spends energy and makes tireless efforts in achieving satisfaction at the end of his duty. Amora (2016) expresses that conscientiousness refers to attentive, trustworthy and self-disciplined persons. On the contrary, people with little conscience tend to be negligent, less attentive, more jumbled and even immature. These characteristics refer that the conscientious persons are more passionate, strong, and emotional. Arbabisarjou, et al. (2016) states that the individual with the characteristic of consciousness feels more devoted, calm, and frustrated against hostile temperament. Leephaijaroen (2016) explores that conscientiousness; people are individuals of reliable identity with this identity, capability, decency, and efficiency at work.

### **2.7.7 Openness**

People embrace changes openly and get new knowledge, which correlates with their career gratification. Persons who have stout directness, easily incline to strain innovative skills and undertake different opportunities as soon as they get fit work routine. Openness in the main Big Five component is more reliable and is emphatically connected with intelligence. Openness is a standard value for art, emotion, adventure, exceptional ideas, imagination, curiosity, and variety of experience, as is reflected as an intense intellectual thriller. As indicated by Mcshane and Glinow (2013) openness component exists as the greatest multifaceted which denotes the amount wherein individuals stand innovative, artistic, investigative and elegant. Interestingly, those individuals with low openness trait are less open to new thoughts. Furthermore, the people described in this component show interest in the internal and external universe and are committed to new and unique thoughts and qualities.

Deniz (2011) finds that openness refers to eagerness which is more responsive to new thoughts and methodologies, an intense creative energy, scholarly interest and multidimensional thinking. (Hakimi et al., 2011) indicates that open people are liberal, deep in the state of mind, and are exposed to innovation. Kamarulzaman (2012) recognizes openness in those individuals who are inclined toward a variety of new things in their lives. They are inventive and imaginative. By differentiation, individuals who score low in openness have a tendency to be moderate; they like routine and are unproductive. Tsai (2012) reported that openness individual with openness acknowledges peculiarity in things. Openness

individuals had a tendency to be interested, inventive, creative, and charmed with oddity and change. Saricaoglu and Arslan (2013) saw that the people who have the nature of openness to experience are thought to be innovative, bold, unique, inventive, inquisitive, while it is suspected that those people who are not open, oppose change, and they are shut and conservationist people. Cubel, et al. (2014) propose that individuals who are interested in new encounters are commonly inventive, imaginative, inquisitive, artistic and mentally arranged. The impact of this quality is conceivably uncertain.

Troncone, et al. (2014) suggested that openness distinguishes the level of openness to individuality, inventiveness, innovation (Example: "I do things in innovative ways."; "I am curious to learn new things"). Ongore (2014) stated that openness incorporates characteristics, like creative energy, interest, and innovativeness. Scheepers, et al. (2014) saw that openness is a personal quality that mentions to being open and responsive to newness. Openness is connected with being inventive, refined, inquisitive, and tolerant. (Onyekuru & Ibegbunam, Bruno, & Onyekuru, 2015) specified that individuals with openness experience exceptionally dynamic viewpoint towards innovativeness and style and listen to their souls. They take after their inward emotions. These people are open to new learning, aptitude tests, and meetings. Individuals who get high marks on openness are very tolerant and advanced in their point of view compared to people who get a minimum score in the same parameter. These people are environmentalists, hesitate before changes and have a habitual methodology in life.

Cepic, et al. (2015) reported that people open to experience are depicted as inventive, innovative, curious, non-routine, operational, sharp and bold, while those with the low levels of openness experience are known as usual, small hearted, inartistic, insensible, not inquisitive, constrained and not interested to explore something new. Seevers, et al. (2015) said that people with openness reflect academic interest, learning inspiration, cleverness, and readiness to take part in novel encounters. Amora (2016) depicts that directness people stay liable toward acknowledge modification, acquire and increase innovative practice that results in a constructive relationship with employment fulfillment. Individuals with solid openness quality are biased to experimenting with new encounters and ready to acknowledge new difficulties and achieving better job performance. Leephaijaroen (2016) explained that openness is liberal personality, an enthusiastic ready to learn new things, they are touchy,

responsive and inventive (Arbabisarjou, et al., 2016). He explains that openness is to experience in which the person is creative, imaginative and cultured.

## **2.8 Factors Affecting Teacher's Personality**

According to Moscoso and Slagado (2004) adverse personality categories that are referred by way obscure besides its consequence on teachers work performance. The study confirms seven types of personality styles such as shyness, doubt, sadness, negativity, sorrow, unconventionality, and risk. Ferguson (2012) claims that every job has stress, but some jobs have more stress. Especially teaching profession of a teacher at the secondary level is a more stressful job. Job satisfaction is one of the factors that affect teachers' mental health. These factors influence on work satisfaction of teachers and deal with the problems and events depending on the special features of the personality.

Boroujeni, Hematian, Mousaie, and Nik (2016) describe that the education system is composed of various elements. Teacher is one of the most important elements in the existing system of education. Learning opportunities for teacher and learner are the process of education. Deficiency of textbooks and lack of education or the conflicting course material is the inability to create an emotional connection with teaching environment which is not favorable for dynamic and attractive teaching. Tanabe and Mori (2013) reported that teachers' personality traits had an important impact on students' achievement and make teaching more effective. Following factors can be interpreted as an impetus behind students achievement i.e. (a) teachers' age and extraversion traits, (b) students' progress marks, gender, admission rank, and academic skills.

Hashim, Alam, and Yusoff (2014) state that teacher characteristics in general (e.g., developing students' attention, using original instructional approaches and resources, and establishing verbal activities) are of prime importance; however, things like stable and caring environments, academic skill, better individual qualities, moral value are neglected in teaching. The qualities of the teacher's diligence are more reliably focused on the student's academic performance, which is a possible thanks to deliberation, control, association and setting of the objectives that such alternatives usually show. The way in which the principles reliably influence the academic performance shows that intense vigilance, a determination

particularly linked to coherence, will be compensated in a reliable way over the long term, (Eyong et al 2014).

Scheepers, et al. (2014) report that the positive effects of extroversion are consistent with the knowledge of the specific teaching abilities, i.e. providing an encouraging learning environment, communicating learning objectives, providing a positive response and a satisfactory evaluation of the students. While conscientiousness proved to be a positive trait for some specific teaching skills. This research indicates that good teaching in education emphasizes that good teachers are friendly, welcoming and humble. The agreeable teacher with agreeableness shows a more competitive attitude towards his students.

## **2.9 Component of Teacher Personality Effect on Students' Academic Performance**

Komaraju and Karau (2005) specified that the Big Five traits (neuroticism, extraversion, directness, kindness, and carefulness) have been related to a wide range of human behaviors which improve academic achievement and performance of students. The evidence gathered by researchers based on the value of Big Five established a framework for personality that makes an encouraging point for examining the complicated relationship of motivation including (intellectual and desire for self-improvement) openness, extraversion, achievement motivation (persevering and challenging), conscientiousness, neuroticism, and openness with personality development. Avoidance motivation which includes (nervousness, withdrawing, and disliking school) are linked with neuroticism and extraversion. Similarly, achievement motivation is positively related with conscientiousness and extraversion component, and negatively associated with neuroticism, thoughtlessness, and fear of dissatisfaction.

Komaraju and Karau (2005) support personal qualities to clarify academic motivation and further realization of developing a combination of investigation highlight outstanding contrasts in substitution behavior. The first link to intrinsic motivation, saying that the mentally curious students will probably learn. The extraversion is strongly linked to external motivation. He proposed that students with difficult social needs can seek academic achievement as a necessary task. Teacher's conscious of personality contrast learning situations that exploit the individual qualities of the students. Honest qualities making an

organize situation and need students to be composed, trained and proactive about learning. The Big Five have been raised as great indicators of success and performance. Students who are novices, open, neurotic, gorgeous, have a strong need to do something great are willing to show more results through some parts of the personality, such as irregularity, the kindness and safety of enthusiastic wide writing have imperative impacts on academic results.

Nguyen, Allen, and Fraccastoro (2005) found that those teachers, who are exposed to higher levels of conscientiousness personality trait, transmit their learning with positive environments. Cheng and Zamarro (2016) reported that teachers with higher level of conscientiousness traits were more effective to improve their students' conscientiousness. Corcoran and O'Flaherty (2016) indicated that conscientiousness was significantly predicting greater amount of teachers' retention in institutes. The characteristics of the Big Five generally surpass the academic inspiration to the extent of success with IQ and skill. Therefore, a student who is self-taught, curious, supportive, socially talented and with the goal of success is well on his way to achieving high academic levels. As Othman (2009) explores systematic professional improvement, teachers can grow and strengthen skills, knowledge, benefits, and attitudes, honor or improve their teaching performance at different stages with their careers. Its capacity is so much strong incorporation with the government's efforts with its impact on students' exam score.

Cepic, et al. (2015) reported that outgoing people are extremely friendly, chatty, warm, dynamic and surprising, and have a constructive feeling and constructive cooperation with others. On the other hand, in particular, the reflexive subjects are often represented by others as resigned, silent, non-sociable, genuine and adaptable, regularly localized, not regularly seen with other people. Students looking for performance goals, especially goals to avoid performance have a tendency to experience nervousness, see difficulties as pressures. The broad study and richer literature on personality and academic performance suggest that the awareness component has a consistently positive union with the student's achievement. Conscientiousness also predicts academic achievement comprising exam performance; likewise, openness and kindness have certainly associated with students' academic performance. Instead, conscientiousness is the strongest predictor of academic performance. Because conscientious individuals have a tendency towards a more organized achievement of

the individual. The element of conscientiousness indicates a link between intrinsic motivation and success.

When individuals display high score in openness that predicts a strong intelligent interest in him. We can say that openness is completely linked to inherent motivation. On the other hand, extroverted individuals are inclined to be sincere and friendly; they predict that they are extrinsically motivated because an agreeable person is accepting, supportive and possible to show academic requirements. Bruno and Onyekuru (2015) said that personality feature of an individual was characterized as regular and continuous methods for performing, thinking, and mood that makes a person distinctive to another person. According to him, extraversion is described as optimistic spirits, and the tendency to examine motivation and the association of others, which shows higher level of openness, confidence, and chattiness Eyong et al. (2014) said that nice people are helpful, polite, kind and pleasant in social circumstances. These qualities make it easy for them to connect with fellows and win each other and the group activities like compilation of the work become more pleasant. They are liberal, friendly and accommodating that makes it easy for them to give help and support to students in their learning outcome.

Eysenck and Cookson (1969) mention that extroverted students can better perform in schools due to the fact about their bigger levels of interaction, but introverts keep on 'late bloomers' whose varieties on awareness allow them to surpass their extraverted colleagues. In other words older he grows and better he matures. Poropat (2011) stated that extrovert students are more seen as teachers, creating higher possibilities to observe students overall performance and additionally to stand biased through higher relationship effect. Such values with better levels of education and students' interaction with teachers increase at secondary and tertiary level. Poropat (2009) study also suggests that Psychoticism developed on the EPQ scales; relate with FFM dimension is closely related to academic performance.

## **2.10 Academic Achievement**

Kaggwa (2003) defines that academic performance means the quality and quantity of knowledge, skills, techniques, attitudes, behaviors, and ideas which students want to achieve. Generally, this achievement is assessed by the mark or grade which students achieve in tests or examinations at the end of the term, semester, and year or education process. Academic



achievement is the most important subject among students, teachers, parents, school administrators, and the community at large. Many challenges have been instituted by researchers to elucidate the difficulties surrounding academic achievement. Psychologists added a lot of motives in which these disparities in achievement exist. A lot of attention has been paid to external components as types regarding teaching methods, school location, academic resources, and teacher's knowledge. All stakeholder parents, guardians, teachers, family members, counselors, advisor, and policymakers are concerned about students' achievements, because educational success is highly contributing to the development of a nation.

Duong, Badaly, Liu, Schwartz, and McCarty (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 and test scores differ according to the degree to which they predict the student's behavior, attitude, and personality factors, and show academic effort, educational standards, objectives, and consciousness of individuals.

Zahadani et al. (2016) describe that educational result implies the satisfaction of the expected level of education and an educational association reports its pre-established objectives. The educational result implies an increase in learning, an increase in the level of good scores and the approval in next courses and educational evaluations. Dahie, Mohamed, and Moalim (2016) state that academic achievement is the result of education or the degree to which a student, his teacher or institution end nous to achieve their educational objectives.

## **2.11 Factors Affecting Student's Achievement**

Many theoreticians spend a lot of time and money to study well-closed schools. Their opinions are very low about the schools where half of the students are academically better, while others seemingly do not show better performances. Eyoung et al. (2014) identifies many predictors with respect to individual academic performance. Factors such as intelligence, the concept of self, gender, learning habits, maturity, the home environment, have been widely explored as responsible for academic achievements, in particular among high school students. Other factors include small support of education, the subordinate influence of society,

socioeconomic background and educational environment. Another important thing about academic achievement among the students is their teachers' personality. Today, the primary concern for predicting students' success as teachers' success is a serious problem in preparing effective teachers.

Crosnoe, Johnson, and Elder (2004) finds some general factors that directly influence students' performance, including personal anxiety factors, trust, fear, lack of reading habits, lack of self-discipline, laziness and other social factors, among peers, friends, family background in which the problems of home, separation or divorce between parents, financial problems of parents. Academic factors include lack of a bridge between theory and practice; heavy workloads of the course are related to the low performance of the students in the exam. Many factors affecting the student's achievements at secondary level remains vital because it is the period of life in which students negotiate about their future. The researcher explores many other factors which affect the student academic achievements in following paragraphs:

## **2.12 Parental Factors**

### **2.12.1 Poor Economic Condition of Parents**

Barnard (2004) finds parents do not take care, support and encourage their children's education to achieve their academic success. Morrison and McDonald (2006) illustrate that low socio-economic level of parents brings family under economic stress which affects the students' performance. Economic stress creates tension and conflicts between families. These conflicts result in decreasing parents' warmth and increase their bad temper and anger. This can result in a less conducive educational setting and a lack of helpful parenting behavior. Similarly, Neuman (2006) states that parents' work schedule, anxiety, and stress directly affect students' performance. He further says that "poverty is the main factor that creates biological and health problems among students. In the school environment, students are faced with discriminatory behaviors during their school experience". The study also indicates that children living in poor localities run the risk of academic failures.

Farooq et al. (2011) elaborated that lesser financial condition of the parents becomes the cause of children's negative behavior and low academic performance. Azhar et al. (2014) find out that low parental socio-economic condition has a damaging effect on a student's achievement. That is why the basic needs of students are unsatisfied so they do not perform

well academically. Jimerson et al. (2016) mention that low socioeconomic level is additional barrier in which parents contribute, such as strict working hours, lack of transport, stress due to the position in deprived localities and frequent shifting due to the not able to pay rent.

Dahie et al. (2016) Point out that those students who belong to the higher social and economic background to attain greater grade than those who have poor economic background because of discrepancy of wealth amongst the rich, middle and poor families. It is realized that parents poor condition interfere to student's success which leads to the poor academic achievements of students. Aliyu (2016) describe that low economic status of the family is significant contribution in academic achievement. Parents not able to pay regular school fees and withdraw their children from school because of unfavorable economic condition.

### **2.12.2 Parenting Style of Parents**

Children are influenced by the parenting style of parents constantly. It has been discovered that the style of parenting and the connection between their children are a causal factor in the child's academic performance. Masud et al. (2015) explains that the parenting style of the children is "a collection of attitudes and mentality towards the child that is transmitted to the child and that altogether create a passionate atmosphere in which the practices of the parents are communicated". Zahedani, Rezaee, Yazdani, Bagheri, and Nabeiei (2016) state that parenting styles can be characterized as a set or series of practices that depict relationships between parents and kids in a wide variety of circumstances. Furthermore, it constitutes a successful connection with the atmosphere. The style of parenting is a significant and powerful factor that takes a critical part in the psychopathology and development of children. Inam et al. (2016) explains that parenting style has a lasting effect on the success and positive performance of beginners entering college. Ongera (2016) has defined three types of parenting styles.

#### **1. The Authoritative Parent's Styles**

These parents are asking and tolerating, recognizing oral chatter, making children aware of the reason behind their plans and demanding their complaints when they oppose this idea. An authoritative parenting style is characterized by high levels of nutrition, participation, sensitivity, reasoning, and encouragement of autonomy; these parents impose rules considering the child as an integral part of the decision-making process (Alt, 2015, p.64).

Furthermore, authoritative approaches to parenting are coherently correlated with higher academic outcomes and optimal developmental outcomes among students (Inam, Nomaan, and Abdullah (2016) study confirms that authoritative parenting allows children to behave better by actively participating in school activities, thus increasing the chances of success at school and improving the results of children

## **2. Authoritarian Parenting Style**

Authoritarian requiring a parenting style which is an unresponsive child needs. The authoritarian parenting maintains strict control of their behavior and demands the complete obedience of their children (Alt, 2015, p.64).

## **3. Permissive Style of Parenting**

The permissive style of parenting contrary to the style of the dictator, that is, what is receptive to the child, however, does not require anything. These parents say more about the demands and activities of their young people. They themselves give fewer obligations and commitments to their children. Alt (2015) term parental permissive as "characterized by making few requests and exhibiting non-controlling behaviors" (p.64). He affirms that he will be supported by parents who can identify a person with a permissive style of parenting "(p. 64). Similarly, Huey et al. (2013) found that "permissive and authoritative parenting styles had a negative impact on academic performance" (p.428).

Olatunji et al. (2016) highlight those students who are from permissive parenting low socio-economic class. They devote most of their time to studies during examination periods but did not perform well because of mental stress and other factors. Like parenting (single or two parenting system) is the main reason for influencing student's performance. Foley, Gallipoli, and Green (2014) state that those students take drop-out decision at secondary level due to their medium or low mental ability and their family background which play an important role in such decisions. He further said that their parents do not consider the value of their children's education. They do not directly influence the same way, they do not have a value about education and decrease in academic achievement.

## **2.13 Teacher-Related Factors**

Today, the role of a teacher is an instructor, as well as of specialist, substitute tutor, and supporters, who increase the academic results of the students. As a result, it makes sense that the teacher's identity and style of presentation deeply influence the intellectual performance and general improvement of the student. No single part of a teacher's personality is responsible to improve and develop among students. For example, strict, reasonable, kind, authentic, intelligent teachers develop courage among their students. On the other hand, a teacher who is unstructured and trouble creator cannot boost confidence among the students.

In this regard, teachers' have a strong effect on students' academic achievement, but also other components such as socio-economic condition, household support, mental ability of the student, personality of the student, self-assurance, or instructional development have discovered additional impact on students' exam score. But some studies pointed out that instructors have not an imperative impact on pupils' accomplishment and learning.

## **2.14 Teacher Unsympathetic Outlooks with Students**

Banfield, et al. (2006) indicated some other factors including inadequate teacher behavior (i.e., incompetence, laziness, impoliteness) interferes negatively in dissemination of instruction and students' learning. In addition, Tartwijk, et al. (2009) concludes that teachers' perception; shouting at student ruins the classroom atmosphere. His study reveals statistically, 43% students have the view teachers are harsh and unsympathetic and use corporal criticism of students. The researcher's study also shows that personality of such type of teachers puts less influence on students' learning achievement. Nisar, Mahmood, and Dogar (2017) investigate that teachers don't behave as facilitators. Siachifuwe (2017) indicates that lack of motivation and professional commitment of teacher becomes the cause of yield unfortunate presence of pupils and unethical insolences of the teachers towards their students which directly distresses the academic success of learners.

### **2.14.1 Physical Punishment**

Punishment is another factor which has a negative effect on students' performance and their personality. Students dislike those teachers' who use punishing strategies. These strategies develop a sense of anxiety, frustration, violence, low self-confidence, and lack of

motivation for learning due to nonstop punishment. Naz, Khan, Daraz, Hussain, and Khan (2011) explains that punishment is defined as physical strength is planned to give pain, but not injured, because to correct or control a child's behavior (Khuwaja et al., 2018). Physical sentence has well-defined as the somatic penalty which gives the pain to the students. It causes discomfort by way of penance, change in conduct, also avoiding undesirable manners. At the school and home is very common punishment strategy is highly a report in poor countries. it is a negative impact on child behavior.

Elbla (2012) investigates that physical and oral penalty for the purpose to manage discipline among students behavior in school. The findings revealed that teachers' use of punitive strategies create tension and frustration among students. Moreover, Ogbe (2015) conducted the research to know the parents' and teacher's opinion regarding corporal punishment in schools. Study revealed that both parents and teachers considered that practice physical penalty is an accurate technique to develop youngsters' activities and if parents 'spare the child, you spoil the child. Khuwaja et al. (2018) describes that corporal punishment affects the mental health of children and results reveal adults feel abandoned, depressed, rubbish, unhappy. Insufficient Physical sentence is a prime donor to youngster misuse and endorses intense conduct concerning kids. Corporal punishment is also associated with high drop-out rate at the school level. In Pakistan, a study reports about physical sentence is the chief motive on behalf of broods' departure school. Teen-agers who have suffered physical penalty are very dangerous to violate against family and society. It is also investigated that physical penalty increases low educational attainment as well as absence of teens self-reliance accompanied by nervousness and distress.

#### **2.14.2 Job Stress**

Boroujeni, Hematian, Mousaie, and Nik (2016) quoted that the importance and critical role of jobs in various aspects of human life is obvious. Every job has stress, but some jobs have a lot of stress, especially the teaching profession as a teacher at an elementary level, is a stressful job. Among various factors that affect teachers' mental health, one is job satisfaction. Absolutely, the factors that may affect teachers' job satisfaction ranges from how to deal with these issues and events, as well as the inherent characteristics that cannot change environment around them. Khan (2014) states that those teachers' with high job satisfaction shows a strong

relationship with pupils' academic performance as compare to those teachers' having low job satisfaction

## **2.15 Poor Teaching Performance**

Akiri and Ugborugbo (2009) find that academic achievement of students among Nigerian students connects to poor teachers' performance in their teaching task. The negative mindset with work and negative teaching habits has been recognized as a bad order. Watts, Cage, Batley, and Davis (2011) report that many teachers lacked knowledge of the subject during the classroom teaching and affect students learning and their achievement. Agharuwhe, et al. (2009) states that academic performance among Nigerian students is linked with poor teachers' performance and accomplishment of teaching duty. Negative mindset with work and bad teaching behaviors that qualified with bad command, others components such as domestic support, intellectual attitude about the student, personality of student, self-possession, or previous instructional development have been discovering impact students' exam score.

Creemers and Kyriakides (2006) showed that due to lack of proper guidance from tutors and instruction in classroom, effective learning cannot be achieved. Watts, et al. (2011) reported that many teachers lacked knowledge on the subject during the classroom affect students learning and their achievement. In addition, Farooq (2013) indicated that in Pakistan, Greed was the main factor. Teachers have a role in declining the level of education in primary and secondary schools. As an alternative, students are encouraged to attend lessons at teachers' home, which is a source for the instructor to make extra cash; these tutors are dishonest, they take the money and improve students' grades on results sheet. Some allow students to use incorrect cheating techniques in the exam room. When a teacher uses these cheating methods, he loses respect for himself in the eyes of his student.

### **2.15.1 Incompetency**

Tucker (2004) said the bankruptcy of teachers indicated "absence of important material or core competencies in key sections such as management and class guidance that expose incompetence among teachers such as lack of skills, conspiracy and immoral relationships with students. (Gronqvist & Vlachos, 2008) addresses that incompetent teacher is related to poor classroom management skills, ineffective teaching, poor communication



skills, lack of content knowledge, lack of interpersonal skills, and lack of integrity and incompetence to improve even when areas of deficiency are talked. Erdogan and Demirkasimoglu (2016) view that lack of management skills and in discipline in the classroom do not make the necessary teaching strategies a success. He found some other factors, including individual reasons on the part of teachers. They have a little knowledge on the subject and do not have the development of skills and variation in the teaching profession poor self-confidence, negative mental state that misbehaves with the students. Incompetence: such as teacher communication problems, lack of a framework of successful teaching agreement refers to criticize teacher's personality.

Ikegbusi and Iheanacho (2016) study found other factors such as failure in education among Nigerian secondary school students. Teacher factors are also associated shortage in relation to teachers, inadequate training or negative motivation. Siachifuwe (2017) the poor academic performance of students is a global problem in any community. It is the main cause of teacher incompetence. It is argued that the lack of teacher competency is the cause of poor performance in examination and also academic achievement.

### **2.15.2 Poverty**

Banfield, et al. (2006) quote that poverty is a main factor which creates biological and health issues among students. In the school environment, they face discriminatory behavior during their school experience". Further, studies indicate that children living in places of poor origin run the risk of academically failing. Chang, Park, Singh, and Sung (2009) believe that poor and needy children have limited access to health services, which makes them weak in health that affect their academic improvement. Moyo (2013) defines that poverty is the lack of health and existence needs, refusal of opportunities for original and dynamic life and also deprivation in income. A poor condition where an individual fights to afford housing, health and education facilities. It is normally consistent over a long period in life. Mshani (2015) poverty as a state of deficiency and expensive for a better human life. Ikegbusi and Iheanacho (2016) say lack of infrastructure, the absence of driving force or executive will, unreliable statistics; inadequate funding, fraud, bureaucracy, civil action and poor mindset for work are also relating factors.

De-Witte and Cabus (2013) illustrates that the level of stress in the home, whether in financial matters, poverty or insecurity, is a factor that correlates with the academic failure of students and can be a great element of future retention at school. These difficulties influence students' motivation in their progress and success. Okioga (2013) mentions that poor families also may have insufficient or limited access to public resources which encourages and supports children's development and will for going to school. Parents have inadequate knowledge for such activities as reading to and with their children, and they may lack information about childhood injections and nutrition. Moyo (2013) views that poverty negatively effects on academic achievement in many ways. Mshani (2015) finds the results regarding the effects of poverty on students' achievement. Who lives in poverty scored significantly poor than other students who come from high-income families?

Aliyu (2016) claims that poverty is the main cause which contributes to the educational failure of students because of their inadequate health and nutrition situation do not allow for the full mental development and for the understanding of their educational potential. Kapur (2018) finds that poverty is one of the major barriers inside the progress of academic achievements. The individual living in the conditions of poverty and backwardness experiences and low per capita income not only met the educational necessities but also nutrition and health facilities.

### **2.15.3 Socio-Economic Factors**

These socioeconomic factors significantly had a great impact on students' achievement i.e. Parents' financial status, their education, cultural background, their economic position, role of family members, parents role in nourishment and development of children (tuition, self-coaching, counseling services), social class & educational achievement are the major factors for influencing students' academic success.

Yousefi, Redzuan, Bte, Juhari, and Talib, (2010) found some relationship with students achievements and their fathers' income. Olatunji, et al. (2016) shows that educational success depends on the largely socio-economic status of parents. Shaikh, Aziz, and Sulman (2016) indicates some school related and socioeconomic factors. School-related factors involving school facilities, infrastructure schools frontier wall, clean and light classrooms, writing boards, fans, neat latrines, water, emergency first aid help, play grounds,

transportation facility, prepared and accomplished science labs. Furthermore, educational facilities co-curricular activities, academic facilities for Students: in which good library, given that textbooks, laboratories for practical training, devices and chemicals, education trips, instruction and learning services, prizes distributing ceremony etc. are some factors that play vital role in academic progress of students.

Duong, et al. (2016) found that parents' income and their level of education is a significant predictor to show that students achieve better results. Family and parents life factors that affect student achievement include their daily family discussions, time schedules and television programs, open display of affection, literacy and parents activities that are interesting and show high-level of parental interest in character growth of their children. These factors predict academic success with respect to socio-economic status. Other behaviors of parents who support academic growth of their children are high expectations, a strong and practical framework for completing their homework and school preparation.

Duong, et al. (2016) found that parent's income and their educational level is an important predictor to show that students perform better. Bakker, Denessen & Brus leaven (2007), Peters (2012) stated that good parenting at home has positive effects on children's academic performance. Duckworth, Akerman, Gutman, and Vorhaus (2009) Bakker and Denessen (2007) has given the same opinion that the involvement of the home situation adds to the value of education particularly how parents guide and encourage their children to learn.

Osei-Akoto, Chowa, and Ansong (2012) studied level of parental involvement in academic achievement in Ghana. They find that (83%) parents help the children in the task. Students get more in their education. This is an indicator that parents can help their children to maintain positive attitudes towards their abilities and support them through school problems. Thuba, Kathuri, and Mariene (2017) mention the indicators of quality of education and linked with the involvement of parents at home. These indicators include regular school attendance, enhanced social abilities, and adaptation to the school environment, better behavior, greater social capital, better sense of personal competence and effectiveness for learning, greater participation in school work and greater belief in the importance of education. Lyngdoh (201 study display that parents income high or low is the most important factor which affects

student's academic achievement in all his learning rather than others have less effect on students' achievement.

## **2.16 Others Factors Effecting on Students' Achievement**

Starr (2002) recognizes some other factors that influence students' performance. These include peer influence, race, culture, gender, incentive, income, mental capacity of the student, personality of student, self-confidence, preceding instructional qualities received with the aid of student, household environment, and parental educational level pupil related elements up to expectation affect the durability academic fulfillment about students in conformity with further help to this view. Gronqvist and Vlachos (2008) find that if a teacher having low intellectual ability negatively effects on the performance and students grades. Nasreen and Naz (2013) views that peer influence in learning which encourages the students to work hard to achieve good grades in order to maintain the value in terms of academic achievement and also good social understanding. Lyngdoh (2017) investigates that peer group is distinct a small group of similar age; equal friends, sharing the same ideas and activities related to academic achievement.

Smithikrai, Homklin, Pusapanich, Wongpinpech, and Kreausukon (2018) indicates peers support has also a positive impact on students' academic achievement they share their information, ideas, explain their teacher instructions, increase motivation and commitment with achieving higher marks in exams. Whereas some studies indicated other indicators can increase the success level of students. For example, Sorkhkolaei and Hassanzadeh (2013) state that human's performance is focused on a variety of factors that have an impact about the individual's personal, family, neighborly and individual's assignment at some stage of life. People together with specific personality aspects is another way and toughness also keep behavioral advantage and skills and remarkable needs to complete their personal patterns and preserve extraordinary needs, expectations, motivations, and goals. The other school-related, student-related or home-related elements are additionally the important elements affect students' academic achievement. However, the current study accomplishes that teachers' personality does not significantly impact regarding students' learning achievement.

Nisar et al. (2017) finds that students' personal factors include mental ability, confidence, inspiration, talent, and study habits impact student learning, and academic

achievement. Anu (2018) describes that regular school attendance shows significant correlation with individual academic achievement. If students absent from the school which affects the completion of syllabus. When the syllabus is not complete, students find difficult to understand content which is taught in the next class is based on the previous class results.

## **2.17 Impact of Teacher Personality Traits on Student's Achievements**

Previous studies showed that not only the personality of teachers had a significant influence on student learning performance. The teacher's role in the past was just taking classes, taking exams and giving grades. Now, the teacher plays the role in organizing, managing, observing and evaluating student performance. The teacher also plays an important role in influencing society, developing a global basis for the future of society and ensuring the maintenance of certain movements. Therefore, after the family, school is the first basic socialization organization for the child. In addition to the parents, it is the student's teacher who is in the front row as regard the development of their personality, both school performance, and social benefits.

Juvova (2015) considered that the authoritarian theme of education work through the family, but it do so, obviously in agreement with the probability that schools and teachers are mediators in the case concerning the imposition of socially perfect values. Jude, Olorunfemi-Olabisi, and Abola (2015) identified factors regarding students' academic performance that have a major concern in the home atmosphere, their study habits, self-concept, teacher's qualification, their teaching methods have a wonderful impact on students' achievements.

As mentioned above teacher is not only an educator, but a counselor, a substitute parent, a supporter, an activist, and much more than this. It turns out that the teacher's personality and style of teaching can have a profound impact on academic performance and on the general development of children. Karsli (2007) states that the essential factor in education and teaching is the teacher. A teacher, in general terms, is a person who works in educational institutions and allows students to achieve cognitive, sensory and behavioral goals and favorable possessions within the duration strong-minded by the educational system.

Inelmen (2011) depicted that some skills and characteristics are important for the role of which a good teacher is remembered and these are also identical elements for defining solid

teaching. Fadel (2012) says that teachers want to have the time and development of knowledge, skills, and personality, and also thinking about the meta-fields in learning whether learning is interdisciplinary or personalizes. Lo (2014) considers that every student in the school has its uniqueness and strength. Proper education aims to inspire the multiple skills and talents of the students to develop their personality traits and the ability to learn actively through this process. Modern education should be effective not only in the mental development of child but also helpful in improvement of personality. This achievement is only possible if teacher take responsibility.

Eilam and Vidergorm (2011) explain that teacher's personality supports students' learning and performance. Many studies indicate that neuroticism can compromise academic performance, while conscience leads to higher academic performance, openness, kindness, and awareness are positively correlated, while neuroticism is negatively correlated with student grade average. Furthermore, being a valid and successful or effective teacher may require some personality traits.

## **2.18 Teacher's Attitude and Behavior**

The term "attitude" means that it is a state of mind that is pursued and examined in human behavior, acts and performance. Ahmad (2011) explains that an attitude is an assumed concept which presents an individual's about like or dislike for an item. Therefore attitude of teacher towards teaching means a degree of like toward teaching.

Uygun and Kunt (2017) explain an attitude is " mental condition with respect to individuals, skills, and environments seeming to categorize. "Therefore, we can say that attitude is the behavioral response and mental perception of a person who is in balance with his vision, meaning, involvement and thought. Guner (2012) mentions that achievements of students are influenced by teacher behavior. The study also indicates that teacher behavior affected on students' academic and social behaviors. Kirabo and Jackson (2012) find that teachers have significant effects on students' non-cognitive abilities, as measured by an index of absences, suspensions, and grade averages. Mensah, Okyere, and Kuranchie (2013) defines that an attitude is an idea concerning a person's rational patterns, performing then acting. It effects the pupils, the tutors, the communal in which learners interacts, also the whole institutional setting. Attitudes are shaped of some kind of learning experiences in which

students go through. The learner personality draw from his/her teacher attitude, which may likely affect his outcomes. Abudu and Gbadamosi (2014) clarifies that Attitude of students can be influenced by the attitude of the teachers and his/her method of teaching. The result of the study shows that teacher's attitude significantly impacts on students' positive attitude they can hardly perform well in the subject and show better results in academics.

Çimen (2016) said that an attitude is an important thought and a critical feeling that leads a person to consider, feel and act on a specific individual, collect, complain and happen. It is the teacher's state of mind towards their expert approach and controls in their expert practices. Then, the teacher's behavior, interests have the direct role in the students' success. In the teaching profession, the teacher's attitude seems to be in alignment with the meaning of education and teaching. The negativity in their students reduces because the teacher is a role model for the students. A child mainly gets quality and mentality of the mentor to distinguish himself from his associates and adults, and particularly from his teacher, despite his inner inspiration.

Lewis, Romi, Katz, and Qui (2008) depict that students like those teachers who pass loving attitudes, create a family environment, and make learning more effective. Uluga, Ozdenb, and Eryilmaz (2011) study determined that positive attitude of teachers regarding student performance, teachers high-quality method, can improve student success. The record numbers of participants in the survey, 91.2% believe that the positive performance of the teachers has increased the performance of the students. Awan (2011) states that teacher is the mirror of this educational system. Their mood and behavior influence the students' success under their care. Karadağ (2012) states that a teacher's positive attitudes can facilitate students and helps them to overcome many academic and behavioral problems. (Kosegi, Mise, Odera & Ayugi, 2013) indicate that teacher's attitude is a significant predictor to increase the student attention in classrooms.

Above mention in various definitions that attitude is intellectual orientation develop as a result of one's experiences, which influence how a personal vision about position, things or people, and how properly responds to them. The response may be optimistic or undesirable; favorable or unfavorable; impersonal or undecided.



### **2.18.1 Personal Skills**

The teacher's personality depicts a noteworthy impression on students' personality who learns and achieves greater achievement under his guidance. Okolocha and Onyeneke (2013) state that education affected on life style, thinking and behavior. This can only happen to newcomers when the teacher has a real mastery of the topic, have a well-organized lesson, captures the interest of students through the effective classroom mechanism, draws students' attention, plan the lesson in a way that allows students to be an energetic part in teaching-learning process. Goodman and Burton (2010), Reumerman (2010) demonstrate unbiased, open, delicate, and reflective attitude towards their students. Furthermore, Prather-Jones (2011) states that sincere with their students and motivated to help them, and willing to self-reflect and learn.

Oviawe (2016) described that teaching is an art and the quality of teaching depends on a teacher's love, commitment, trust and the level of difficulty in understanding. A unique element needed in the educational process is the teacher who designs, organizes, plans' directs, motivates and inspires others to learn using standard teaching strategies in accordance with the skills imparted by teachers. Akinmusire (2012) depicted that the effectiveness of teachers' use of technology increased the students' interest and academic performance. Juvova (2015) explains that teacher's knowledge about the subject, method of teaching, respect to the student work in a holistic way (according to the concept of bio-psycho-regarding personality) and reflects in their personality and performance.

### **2.18.2 Commitment to Profession**

Nwanekezi, Okoli, and Mezieobi (2011) express that teacher is the backbone of educational progress. The look, the enthusiasm, the motivation and the teacher's love for the teaching and his talent will illuminate the educational system and the students will show better performance in the exams. Hamid, Hassan, Sariah, and Ismail (2012) view that teachers are committed and responsible for improving their students, achieving better results, increasing effectiveness of learning and students' performance. He represented that the ability of teachers can be measured by the student's performance. It includes trust, gathering information, teaching skills, motivating behavior, and knowledge of the content, personality quality and feelings of self-sufficiency in the results of the students.

Moses, Admiraal, and Berry (2016) states that teachers' commitment is an important factor to increase students' motivation and performance. Oviawe (2016) described teaching is an art and the quality of teaching depends on a teacher's love, commitment, and trust. A unique element needed in the educational process is the teacher who designs, organizes, plans directs, motivates and inspires others to learn using standard teaching strategies in accordance with the needs of the students. Bartilol (2016) states that student's increasing level in academic achievement is based on the teacher's commitment to his teaching profession. This is because; when a teacher is more committed in his/her duties increasing the better the results of pupils in examinations and achieving higher grades.

### **2.18.3 Social Relationship**

Taylor et al. (2014) state that teacher social ability to develop positive interaction to promote the family culture with students, parents, staff and the community. To give the freedom to design their own lesson that creates the dynamic work environment. He/she always works with students, parents, and colleagues to learn new experiences and handle a difficult situation daily. Garg and Gakhar (2011) express that teachers are the distributors of light in the creation of a social union, a national coordination and a learning society. Information spread, in addition to creating a new learning environment. They are instructed to acculturate part of the instructions. Teachers without restrictions and driving groups and communities on the path to better and higher personal satisfaction.

## **2.19 Teacher Effectiveness**

Jonett (2009) state most important and integral achievement of students in only possible effective part of the teacher. Slater (2013) indicates that teachers play a dynamic role in improving school and improving the quality of education. It is proof that teacher has a positive effect on students learning outcomes. He/she is a skilled person to teach the students in the best way. Because the teacher is the most important agent to transform the values such as tolerance and citizenship among students. Fong-Yee and Normore (2013) says that effective teachers are those who able to use various teaching approaches and determine a flexible style for different learners because they have a wide collection of approaches and strategies, like direct teaching, demonstrating supportive learning techniques, and skill-based approaches.

Abudu and Gbadamosi (2014) view that teacher's efficiency as the professional expertise are indispensable to enhance discipline in classroom. It is the teacher's competency, aptitude, creativity, and novelty that is useful for applicable semantic, approach, and existing learning resources in order to get the finest from students in terms of educational success.

Mupa and Chinooneka (2015) views that effective teachers have always new knowledge, prepare and manage instruction, encourage learning and help students to grow how they can learn individually. Çimen (2016) considers that teaching is a profession in which the teacher is considered an energetic component that needs to acquire additional learning skills. Dutta, Halder, and Sen (2017) quoted that Students' academic achievement and outcomes depend on the efficiency of their teachers.

Adegbile (2008) describes that an effective teacher who is competent, reliable and courteous prepares the students along the line of professionalism. The creativity in imagination or deep experience of a teacher is important for achieving excellent performance and objectives. The teacher, as a strong administrator in education, must use appropriate teaching methods in accordance with the interest of the students and maintain interest in the students. A wonderful teacher must develop necessary pedagogical and professional understanding to become indistinguishable advantage with the teaching guidance of the system/learning in accordance with the point of achieving the set of educational objectives.

Buela and Joseph (2015) states that the quality of effective teacher includes comfortable communication with other people, managing skills and handling the student's in the classroom. Waseka, Simatwa, and Okwach (2016) elaborate that teacher's ability and effectiveness are the most influential factors of student achievement. Mkpanang (2015) expressed that teacher is the most critical part of the teaching. The trained teacher surely influences the educational results of their studies in numerous positive ways. He further drew attention to the fact that passionate loyalty is one of the teacher's compulsory skills. So, the personality of a teacher helps students in their needs as much as possible and provides them with the information and skills they need to create a healthy and supportive learning environment.

In today's constructivist theories, the importance of the teacher with regard to the educational point needs improvement on subjective notions is considered as a basis for their

perception of education. Okolocha and Onyeneke (2013) state that education conveys an adequate change in relation to the lifestyle, in terms of learning values, mentality, and coordination. This can only happen when the teacher has a real mastery of the topic, have a well-organized lesson plan that captures the interest of students through the effective classroom mechanism. He develops the students' attention; plans the lesson that will let them be a lively member in teaching -learning practice so as to increase their academic level.

## **2.20 Teacher Personality**

Wace (2005) identifying elements which have an impact on overall performance of teacher by assisting the success of any academic achievement. As pointed out by Polk (2006) teacher overall performance is influenced by the teachers' personality. Personality also remains as predictors in assessing teaching effectiveness. Several studies show that teacher personality is a vast predictor of outstanding teaching effectiveness. As stated by Fauziah, et al. (2005) it is necessary for the teacher to pick suitable teaching strategies that enhance the effectiveness or excellence of their teaching.

Arif (2012) mentioned that a good teacher has eight main personality characteristics which include information about the material; decision making; problem-solving skill; self-awareness and self-correction; replicating; distinguishing students and knowing students learning needs; implement new strategies into education; teaching and discussion ability. A teacher who realizes that his skills and capabilities directly impacts his/her students and takes his duty seriously because his/her own talents and abilities create wonderful relations with his/her students and communicate his/her knowledge and skill in accordance with students' needs and in the most efficient manner. In that total process, the effect of personality development of teacher and success of students are correlated and that cannot be overlooked.

Dunlosky et al. (2013) mentioned that teacher personality considerate the key factor that affects learning outcomes. Hashim et al. (2014) illuminated that the teacher's personality is mentioned as inner qualities of a teacher, and teacher's appearance, which are reflected in his expression of morals, opinions, behavior, and attitude. Klassen and Tze (2014) finished a meta-analysis about forty-three studies in which teachers are contributing. The result of the study predicts that tutors' persona is significant as well as linked to teachers' performance.

As we know, teachers are instructors, consultants, tutor substitutes, guides, and supporters. It is logical that the teacher's personality and style of presentation profoundly influence the academic success and general development of young people. Hashim et al. (2014) suggest the effective personal qualities of a teacher include help, openness, and obedience, have a positive attitude towards teaching, contribute to social communication with students, honest and involved thoughtful teaching. Raising awareness of the importance of these values is the first step in teaching that encourages students' motivation to learn. Therefore, we assume that the appropriate teaching personality, along with instructional strategies and materials, is important for improving success level and success rate of the students. Scheepers, et al. (2014) recommends that traits of the teacher's personality may influence student performance.

Basaka (2014) expressed that the teacher was the benchmark by whom the deeds and objectives of the country are measured. In this context, the teacher must be the prominent requirement is that dynamic, agreeable and cherishing in the entire educational framework? Eryilmaz (2014) clarified that the instructor's persona portrays an influence on students and on the learning process from several points of view, one of which is academic achievement. In addition to the interaction between instructors and students, the personality traits of teachers also have the impact on expanding academic achievement of the students. For example, educators with personality attributes like honesty will probably help students with their academic achievements while opposite situations seem to be a result in the loss of student enthusiasm, some of which may even drop out of the school.

Oviawe (2016) stated that teachers show a fundamental part to ensure the value of education. They are best acknowledged for their role regarding teaching the students into their classes with care. The most frequent role teachers' play in the classroom is use of appropriate competencies in the delivery of the curriculum. Teachers' use number of techniques during lecture, small group activities and hands-on learning activities to disseminate knowledge to students. Beyond that, they usually adopt many other roles within the classroom. A teacher sets the tone of their classrooms, construct kind environment, work as the mentor, and nurture students' needs.

Çimen (2016) view that teacher personality is one of the main elements of the education system; teachers began the responsibility to raise students in a qualified way in line with the needs and necessities of the era. Teacher's attitudes towards their profession are crucial as teaching requires positive attitudes and behaviors with students. It is said that the positive attitude is one of the main element that may directly affect the success of the students. Dimkpa (2015) mentioned that students' academic performance is linked to the result of education, to which a student, teacher or institution strive to achieve. This is measured by the continuous assessment or evaluation system; here the most careful point of view is on skills and techniques, but unfortunately, less attention is paid to dynamic skills, especially among teachers. The teacher must show appreciation, care, honesty, and trust to the students. Followings are some of the dynamic qualities of a teacher.

- a. **Respect:** Identify and respect each student with his individuality. Teachers must have human respect and support equality among all students. In their teaching profession, teachers must have established spiritual and traditional values, variety, social integrity, freedom, democracy and the environment.
- b. **Honesty:** It reveals their professional commitments, responsibilities and moral actions of teachers. A teacher must show honesty and professional judgment; develop positive relationships with students, colleagues, tutors, school administration and other members of the school group
- c. **Care:** It is understands students' judgment skills through positive impact. Teacher should be worried about the outcomes of teaching reasonable and focused on their techniques, and try to motivate the students and channelize their energy and lead them to success.
- d. **Trust:** Trust represents equality, openness, and honesty. Teachers should have positive relationships with students, colleagues, parents, school organization and the public based on trust. Understanding equality, in particular, emerging gender differences, rural situation, urban status, family origin, religion, age, disability, cast, culture, etc.
- e. **Teacher behavior:** It effects on students' academic performance. A teacher must have listened to the opinion of the students, instruct them, explain, discuss their

performance with the parents, evaluate the student's work and provide them guidance in the learning situation.

Creamers (1994) identifies the qualities of the successful teacher which includes motivating behaviors, giving concrete lessons on the use of various teaching techniques, understanding the level of the students using appropriate and different questions, improving the perfect social / psychological environment in the standards what students need to achieve, lesson clarity, effective time management, etc.

### **2.20.1 Teaching Style**

(Canto-Herrera & Salazar-Carballo, 2010) presented that teaching style of the teacher is related to the student's academic performance. A Juvova (2015) state for positive teaching, the teacher needs great skills and unique abilities which directly impact on students achievements. Çimen (2016) considered that teaching is a profession in which the teacher is considered the most energetic component in realizing these objectives that may also require additional teaching skills.

Garg (2011) indicates that teachers are torch bearers in the development of social unity, integration across the country and developing a society. They not only use their teaching skills but also provide new knowledge among students. (Eyong et al., 2014) describe that the teaching qualities of teachers which influence substitutes should be pleasant, useful and can share thoughts and hold the perspective of others. This quality has distinctly influenced academic performance of the students and can be a useful tool in school performance.

### **2.20.2 Teacher Competency**

Alliance (2012) said that competency is the ability with the connection of teaching skills to show academic potential making students do their work in a better way. Mkumbo (2012) the term "competency" has different definitions and are classified into theoretical and operational. Theoretical definitions of competency mean the presence of intellectual ability or to show some thought about their potential. In view of the above, it is necessary to understand the situation. Successful planning motivated and dedicated teachers must ensure that the new generation of students grows successful in its academic efforts because it is expected that the worth of tutors remains the main element in pupils' performance.

Levin's (2006) estimates that teacher's personality has significant impact in students' academic performance which is the main goal of teacher competency and knowledge that affect the performance of students. Babalola (2009) study found that academic success increases the secondary school students, in overall by the competency and dedication of the teacher who has a big role to maintain the transformation and creative potentials and the abilities among students.

Eilam and Vidergorm (2011) states that the personality of teachers is the most important performance factor in the academic growth of students; in this sense the teacher must be prepared with specific competencies. Such as brilliant, effective, ideal, qualified. Regarding these personalities of the teacher should be humble, kind and ready to teach, sincere, optimistic. Teachers must have a creative, flexible and intellectual capacity and creativity. Mkumbo (2012) indicate that the quality of education and student outcomes are directly related to teacher's education skills which include a teaching, teaching framework inefficient learning, teaching skills, experience and motivation level. If teachers are motivated and love to teach, it influences the learning of the taught. This analysis has explored the dedication of teachers to the profession, learning and academic achievement.

Mkpanang (2015) recognized teacher is the most critical part of the training. The competent teacher will surely influence the educational results of their students in numerous positive ways. Twyman (2015)suggested four main areas of personal skills among teachers are Intellectual competence, in which existing knowledge and new information are used, examined and combined. Although cognitive processes demand a meaningful care from educators to stimulate serious reflection, creativity and a deep understanding of the processes among the students on which stock of knowledge depend. Few competencies which are needed to be a hallmark of a good teacher are as follows:

Cognitive competence: self-understanding of new learning and use of learning strategies. Motivational competence: determination and commitment to discovering new areas of learning. Social/emotional competence: a sense of self-confidence, respect for others and emotional understanding to think about and achieve positive goals and make responsible decisions. Sultan and Shafi (2014) explain that competencies mean a specific and self-evident quality among teacher significant relation with student's achievements.



Dewi, Bundu, and Tahmir (2016) said teachers whose skills are expanding their established capacity for student satisfaction and achievement are the best ones. If teachers have little competition, the student's motivation for success should not be excellent. There are nine distinctive skills that a teacher must achieve and these skills allows teachers to (1) develop their student skills, (2) provide groups of students independence in thinking, (3) organize the process of teaching and learning, (4) develop competencies & skills to enable students to learn throughout life; (5) use a variety of assessments; (7) communicate efficiently; (8) that can control their professional improvement through self-awareness and self-training. While an incompetent teacher who has no experience, skills, and information in his teaching does not succeed in providing his students the life skills. Teygong, Moses, and Daniel (2018) explains that the competencies of teachers mean to combine the knowledge about subject content, their ways of learning, and in what way to interpret such information hooked on actual instructional approaches though evolving the talent to grasp and cultivate the distinctive individual specifically each learner.

### **2.20.3 Professional Qualification**

Rajput (2005) investigated that teacher who is the key factor in whole academic developments, needs to be professionally equipped together with competencies, commitment or willpower to perform at their best. Bonney et al. (2015) study found the result that the professional qualification of teachers is of vital importance to teaching. Jonett (2009) established that the most important and integral part of the achievement of students is measured by the qualification of an effective teacher. This individual has a high level of professional qualification thinking which is more critical than pursuing desires. Kola and Sunday (2015) elaborates that teacher' qualifications and its impact on learners' academic achievement. In this study, some indicators measures positively correlate with students' academic achievements such as teacher proper education, capability, good command on the subject matter, teaching pedagogy, certificate/licensing and professional development. Buela and Joseph (2015) elaborates the teacher professional and mental capability which enable him to balance the students' intellectual achievements and interactive learning in the classroom; used a cooperative approach with students to control the classroom and encouraged to create an interactive classroom.

#### 2.20.4 Emotional Intelligence

Emotional intelligence is defined as intellectual abilities, self-control, skills, and motivation. Baracsi (2016) defines emotional intelligence as a social incarnation in which it contains the ability to perceive the feelings of other people and use this information to guide the intellect and activities in an academic environment. In addition, he has classified five skills that are self-awareness, the ability of self-confidence identified with the observation of feelings, the interpretation of interest and values, the communication of skills which coordinate with academic success. There are some important skills mentioned as:

- i. **Control of Feelings:** Ability to control their feelings in situations of concern in conflicts and challenges and the ability to express their variety of feelings in different situations.
- ii. **Social awareness:** behaving with students, observing and accepting similarities and differentiating between meetings and lessons, family and school and other relationships with people.
- iii. **Ability to relate positively:** Ability to participate, ability to manage social volume, to ignore conflicts between people, to be able to manage problems with care and the ability to encourage positively the most important possibility.
- iv. **Decision-making skills:** Ability to understand moral and social values, the ability to respect others and the ability to consider possible results in various situations and to make decisions in accordance with their social and moral values.

Juvova, Chudy, Neumeister, Plischke, and Kvintova (2015) stated that teachers must possess the necessary professional skills and develop a comprehensive personality plan, which emphasizes the development of morality, friendly behavior, and respect for cultural and environmental values. The student will create his own self-regulation system on all components of life-based on values and relationships based on values between the teacher and the students. Mkpanang (2015) noted that emotional stability is a necessary competence of a teacher. He stressed that teachers must remain emotionally coherent in order to keep the students under their control. This leads to the question of the teacher's personality.

Therefore, we can say that the teacher is the key variable in all educational improvements. He must be a member of professionals who demonstrate the skills, duties and

perform them safely. The outcome of education is an immediate result and the result of the nature of teachers and the teacher training framework. Abd Hamid, Hassan, Sariah, and Ismail (2012) expressed that teachers' competence could be measured by its effect on student performance. Teachers' profitability has been reliably correlated with student replacement success. On the other hand, the identities of the instructors have been clarified by their state of mind towards education and vocation i.e. the energy to help young people to experience development and progress, responsibility towards morality and the formation of experts and understanding of the individual meaning and importance of education for people.

## **2.21 Parental Involvement Affecting Students' Academic Achievement**

Education is essential for the development of any state. People in society are more refined, more cultivated, developed and well organized. The part of parents' contribution in the education of their children is the central question. For the most part, a family is most responsible for socializing children so they are productive individuals in society. Parents are involved in this process to talk about their children's education; they will shine in the future of their academic career because parents play an important role both at home and at school.

Previous researchers also indicate that parental involvement is also directly related to children's higher academic performance, behavioral improvement, social skills, regular attendance and reduced dropout rates. In many types of research, they show that parental involvement during a child's education increases academic performance. Parental participation differs from one culture to another and from one society to another. Parental involvement is of many types, which affects students' academic performance, how to help children in studies, encourage them to do their homework in a self-reliant way, look at their activities at home, and provide tutoring services to address their learning difficulties in different subjects. Kaggwa (2003) stated that in the educational process, parental participation increases the academic success rate in the education of their children.

Flouri and Buchanan (2004) indicate that a child's education has positive results on parents' participation in their academic achievements Goldman (2005). Illustrates the different types of family structures, such as families with two parents, non-resident children with single parents and father. Families that parents' participation is essential for their children's education and school performance. Chang, et al. (2009) stated that "when parents contribute

directly to their children's school work, children show higher levels of motivation and academic achievement".

(Rodriguez, 2016 ) indicate that these families choose to speak their mother tongue at home. The children of these families are exposed to their literature and culture through storytelling in their mother tongue. Children ask questions and start the topic of discussion to improve literacy skills, through which they develop self-efficacy that will lead to academic success. Khajepour and Ghazvini (2011) identified that parental involvement shows a vigorous part in their children's education in planning daily family routine; in controlling school activities; in developing self-discipline; in making a habit of hard work; is expressing high but realistic expectations for performance; in encouraging other academic progress such as reading, writing and discussing among family members.

Tokac and Kocayörük (2012) found that parental involvement is the most important factor for student achievement in school curricula. Therefore, good schools provide the learning environment without problems and value the participation of parents and families of students in the school curriculum. Furthermore, he found that parents stress on their children to learn and provide them a clear focus on their academic activities. Rafiq, Fatima, Sohail, Saleem, and Khan (2013) viewed that parents' meeting with teachers is the main factor improving children's educational performance because they complete their task according to the parents advised in due course of time. Nasreen and Naz (2013) state that parent's involvement in students' education to achieve higher marks in the test, improved attendance, and consistently complete their homework.

Kordestani (2014) explained that Iranian parents are more involved in educating their daughters than other children. Parents who participate in regular meetings or attend school conferences and other school programs about their children, expect their kids to have higher levels of academic outcomes at school. The results of the study indicate that these children have better performances in school activities due to the close participation of their parents in their education. McNeal (2014) considered that, in comparison to other factors, the discussion between parents and children about their learning has great effects on the attitudes, behaviors and academic results of the students.

Shah and Anwar (2014) explained that parent education plays an important role in their children's educational achievement. Educated mothers know well their children's strengths and academic weaknesses because the educated parents discuss their children about their studies; they attend regular school meetings and appreciate their children for good performance. Such parents instruct their children and polish their potentials for the better quality of education and performance.

Duong, Badaly, Liu, Schwartz, and McCarty (2016) found that parent's income and their educational level is the significant predictor to show that students' performance is better. According to Foley, Gallipoli, and Green (2014) the level of education and their attitudes play an important role that influences the performance of their children at school. Schools provide only educational materials available to help parents support their children with school work.

Lawrence and Barathi (2016) stated that parents are the main supporters for children to shine in academic performance. Parental encouragement will demonstrate the wonderful change in academic achievement. Parent encouragement in upper secondary education is essential for children to succeed at school and later in their lives. Studies have shown that parental motivation and participation in education are linked to students' (i) better test scores (ii) regular attendance, (iii) task completion, (iv) development of positive attitudes and behaviors at school and at home, (v) higher overall academic performance, (viii) a better attitude towards school and individual subjects, (ix) more time to devote to homework and study, and (x) a better self-concept, etc.

Partin (2017) explained that those students whose parents are involved in their educational process perform better than the students whose parents are not involved in their education. Yaseen, Zaman, and Rasheed (2017) found that parental involvement increases the rate of academic performance of their children's education. Parents wish to develop skills in cognitive growth and motivation of their children through academic grades.

Partin (2017) reported that parents play a role as primary educators until the child starts school, at that time both teachers as parents have to face critical roles and support, which are not necessary only for the life of the child but are also important during their educational and academic career. The interest and participation of father in the learning of the child lead to better grades of examination, progress in higher education and more positive

expectations and attitudes. Nisar et al. (2017) concludes that parents' educations and profession, family size, job income and living standard in a society largely affect student's achievements.

Getachew (2018) shows that the literate educational standard of parents has a positive relationship with younger students' academic achievement. Kapur (2018) states that educational qualifications of the parents one of the most important factors to increase the academic learning of their children. While parents are educated, or as professionals like doctors, barristers, engineers, Bureaucrats, educationists, teachers, academicians, etc. they able to provide good education to their children, send them to schools and also provide their required materials and resources which promote their academic grades.

## **2.22 Teacher Motivation**

Khan (2014) motivation defines an inner wish or efforts ready the individuals to achieve their targeted needs. Zarabian, Farajollahi, Pour, and Seresht (2015) stated that the word motivation is "derives from the Latin word mover that means" move. "The general idea that reflects that motivation is what motivates us to move to fulfill our duty in the best way. In general, motivation is preference and willingness that contributes to the achievement of success.

Berho (2008) views that motivation refers to the cause for which someone does something, Practical skills; interactions with peers, family life are some causes to provide students with the desired results. The result of the study shows that this type of behavior, especially when expressed in relation to the teacher, is also indicative of teachers' perception of teacher-student relationship.

Gagné et al. (2010) stated that internal motivation influences the joy experienced by the teacher for the improvement of studies of students who are interested in the subject with the special desire to change themselves. Güney (2011) expressed that motivated people are happily doing their jobs and this strongly influences their efficiency and their prosperity. Başaran and Orhun (2013) describe that internal motivation is the most important part in which personal desire and wish to work is expressed. The internal source of motivation can be

a child's personal interest, such as willingness, expressiveness, understanding, ability, and improvement.

Yünkül and Er (2014) views that internal motivation can reflect the sense of satisfaction that arises as a result of a movement without an additional external reward. Güzel, et al. (2015) viewed that motivation of teachers in teaching process is considered and remains dynamic factor through their teaching experience. It clarified that a person's motivation is said to be a combination of total actions that guide the person to achieve their predictable goals. In the teaching profession, there are two sources of motivation: internal and external inspiration is significant. We can state that motivation is the process by which a person achieves his particular task according to his wishes and desires.

Musili (2015) describes that when teachers are motivated; they are able to perform a good job. A highly motivated teacher is to ensure effective syllabus completely. He or she also gives extra work to the weak learners. Extra work given to student's positive influence their performance and it enables students to effectively complete the syllabus and achieving higher grades. Çimen (2016) found that distinctive personalities motivate a person in motivation in a variety of ways.

## **2.23 Teacher Student's Relationship**

Garcia (2011) shows that friendly relations with students and teachers often increase students' academic success. They suggest that the rapport between tutor and learner provides a useful analyst to motivate the students based on their academic performance. Yunus, Osman, and Ishak (2011) opine that positive teacher-student relationships increase motivation level of students and also improved their academic achievement. They achieve outstanding grades in those subjects when taught by their beloved teachers. It means the close relationship with teacher helps and motivates the students in their learning.

On the other hand, Akinmusire (2012) views that consistency in female teacher has a tendency to be more active in profession than male in teaching profession. He said that female teacher performance is determined in terms of their dedication and longer stay in the profession. Richardson, Abraham, and Bond (2012) determine that an honest relationship of

teacher personality is the key factor which contributes the students learning and academic performance.

Surroundings (2014) said that the quality of any teaching program cannot get on. Teaching is a particularly individualized activity, and the relationship between students and teachers has a wide range of impact on academic performance of students and behaviors. Okolie (2014) mentions that the qualities of any teaching programme cannot go upward when the student-teacher human relationship is comprised due to a large range of personalities and behaviors. Pennings et al. (2014) indicates that friendly relations between tutors and pupils are imperative for pupil's incentive and their educational attainment. If teacher-student relations are not up to the mark, they cause classroom problems.

Krane, Karlsson, Ness, and Kim (2016) study the relationship between students and teachers abandonment and mental health of students, students' and academic performance. The students 'mental health problems represent a risk factor for school drop-outs and there is an indirect link with the students' academic performance. This study suggests that the student relationship with the teacher has an indirect effect on students' academic performance.

Bozpolat (2016) found a search within the class indicates that interactions with teachers and students in the classroom directly influence student performance. Blazar and Kraft (2017) are positive teachers-students relation not only for increasing test scores but also for providing useful environments that contribute to students' social and expressive growth, manage school behavior, provide accurate content and deliver critical thinking.

## **2.24 Teacher Intellectual Ability**

Wayne and Youngs (2003) highlights seven systematized studies in the United State to identify a correlation among teacher intellectual capacity with student learning and achievement. Rockoff (2004) views that intellectual ability of teacher plays an important role in students' academic achievement because this quality highly influences students' outcomes. Sautelle, Bowles, Hattie, and Arifin (2015) indicates that high quality of teacher shows the great change in student achievement, rather than other individual qualities of students, socio-economic, peers, and environmental factors.



### 2.24.1 Teacher Sense of Humor

People believe that classroom is a reserved and tedious place where students are considered like a machine without having any emotions, but frankly, teacher sense of humor can make the class warm and stimulating. Because all subjects are diverse a few subjects are not interesting like science and math's lesson. If a teacher utilizes humor in the classroom that refreshes the students in learning. It provides the beneficial outcome of student's academic accomplishments when guardians and teachers utilize humor.

Humor not only alleviates monotony and fatigue but enables the students to stay tuned in, and keeping their consideration with the goal that they can learn. It has been set up that laughter promote the psychological and physical state. It is a possible pathway for individuals of any age to discharge strains and manage troublesome circumstances and viewed as a discussion ice-breaker that allows the outflow of thoughts or sentiments that may some way or another be hard to express. Research demonstrates that laughing is a successful method to energize unwinding and quiet those worried by work or school, or even help those melancholies the passing of a friend or family member. (Bolkan, Griffin, & Goodboy, 2018) depicts that humor is one instructional device that teachers can use in the classroom to build their capability. Lovorn (2008) mentioned that humor can be spoken as jokes, plays on words, paradoxes, mockery, physical tricks, nonverbal practices, comics, and joke are some essential elements which may influence adapting, for example, health, physical advancement, and nutrition, visual and physical imperfections, a few variations from the norm and teachers' personality. An enormous teacher personality trait which is to be explored in the present investigation is teachers' comical inclination. The research shows that teachers' comical inclination is connected emphatically with expanding students' natural inspiration which is bringing about better scholarly accomplishments. Goodman and Burton (2010) indicates that teacher's use of positive styles of humor approach with students makes learning more effective.

Makewa, Role, and Genga (2011) imply that use of humor in teaching has a tendency to reduce students' anxiety. Its effect is students to feel relax comfort, and increase their interest in learning and better academic achievement. Swanson (2013) says that humor used as an educational tool which improves students confidence, self-motivation and decrease

classroom anxiety, encourage greater level thinking skills which are factors that facilitate learning enhancement. Ocon (2015) indicates that every teacher has prospective to indorse an optimistic educational setting. Because a successful teacher is one whose classroom is inspirational, imaginative, and stands apart from the crowd.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

Creswell, (2012) defined research as a process through which truths are gathered and examine for the consideration of a problem. Usually three stages including posing queries, collecting records to solve those queries and presenting response of conventionality organized with the questions are confined with research. Research methodology is an overall plan of research study. The investigator explains all the mechanisms in depth that comprise on techniques of research, research type, populace, sample, development of tool, and validity and reliability of research tools that helpful for the collection of data. The detail of this chapter is as follow:

#### **3.1 Research Design**

A research is a procedure to gather material not only in quantitative but also in qualitative form. For the current research mixed method approach was employed keeping in view the nature of this study. This approach incorporates qualitative and quantitative methods. Qualitative method of research denotes to explore the type of contribution, events, things, and material. According to Best and Kahn (2007) the researcher often collects qualitative data in the form of images as well as words. However, quantitative data expresses certain quantity or amount that is used to scrutinize and explain the information in digits or numeric. It encompasses contrasting the activities to draw out the association among operated variables.

The present study aims to explore in what way personality traits of school teachers' effect on students' learning and their academic achievement. The researcher adapted a developed standardized personality traits questionnaire based on big five inventory. The present research used tools such as questionnaire, interview, observation, and test. It also aimed to analyze the students' achievement through 9th class board results (2016) and also develop a test for measuring their academic performance. It took 90 days (from September to November 2016) to collect the data for the study from a representative sample. The reliability and validity of the instruments was checked by the researcher.

The data were examined in two ways, quantitative and qualitative. Diverse arithmetical techniques such as mean and standard deviation were used to explore data at first

stage. In the t-test, stepwise multiple regression and correlation coefficient were also used for data analysis. The data was measured by the use of Statistical Package for Social Sciences (Version-SPSS 20) software. Secondly, qualitative data interview and observation of teacher personality traits were analyzed. The researcher observed the teacher behavior and their teaching and also recorded the views of heads of the schools regarding teacher's personality traits at the secondary level. Gender, status and location wise comparisons of the opinion of students, teachers, and head teachers were made. More details of the research design were present in the following sections of this chapter.

## **3.2 Development of Research Tools**

An instrument is a device for measuring, observing, and documenting quantitative data. Before the data collection, the researcher identified the research tool. It may be a test, questionnaire, worksheet, observational checklist, inventory, and assessment instrument (Creswell, 2012).

### **3.2.1 Questionnaire**

By keeping in view the nature of the research, the researcher adapted research instruments, one for teacher and one for the students. The questionnaire focused on different personality traits. The questionnaire of teacher personality traits examined the nature of the secondary school teachers, their relationship with people; their attention in teaching; their attitude and fears, and the curiosity and imagination they exhibited.

Another instrument was designed to get information about teachers' personality traits questionnaire from their students (TPTQ) that covered five persona qualities such as sociability, amicability, carefulness, neuroticism, and directness. The researcher has adapted the standardized personality questionnaire of John and Srivastava Big Five Inventory (1999) which is designed to measure extroversion, agreeableness, conscientiousness, neuroticism, and openness for analyzing personality traits of secondary school teachers. This version of the tool has been used in many studies to measure the personality traits of a person. After searching and studying previous researches the questionnaire was established.

The tool of the study consisted on two sections; the first section deals with demographic data of the respondents such as gender, age, academic education, residential

area, marital status and working experience. Whereas, the second section consists of personality traits of secondary school teachers which effected on student's achievements. The researcher adapted the standardized personality traits tool which is actually based on five point Likert scale. However, the researcher used the tool in this study based on a four-point Likert rating to make the respondents more focused towards the answers from 1 to 4, denoting 1 for Strongly Disagree, 2 for Disagree, 3 for Agree, and 4 for Strongly Agree. The questionnaire for students and questionnaire for teachers are attached at Appendix B and Appendix C respectively.

According to John and Srivastava (1999), Big Five Inventory (BFI) was considered to measure extroversion, amicability, carefulness, neuroticism, and sincerity. This instrument comprises on 44 objects to quantify the five subscales of personality traits that were extroversion, amicability, carefulness, neuroticism, and sincerity. Each item of the BFI is scaled in a 5-point Likert-type ranging from 1 (disagree strongly) to 5 (agree strongly). Items 1, 6, 11, 16, 21, 26, 31 and 36 scores are for Extroversion trait. Extroversion is labeled as sociable, energetic and dynamic persons. The variety of this trait is 8 - 40 with the greater score imitates further extroverted individuals. Objects 2, 7, 12, 17, 22, 27, 32, 37 and 42 were the scores for Sociability attribute.

Kindness is termed as supportive, caring and avoid the clash. The range of present attribute is 9 - 45, with the greater score replicates a more agreeableness individuals. Moreover, items 3, 8, 13, 18, 23, 28, 33, 38 and 43 are the scores for carefulness feature. Carefulness is labeled as goal-seeker, and disciplined. This attribute ranges from 9 - 45, with a greater score that reflects an additional conscientiousness person. Items 4, the 9, 14, 19, 24, 29, 34 and 39 are the scores for Neuroticism individuality. Neuroticism was designated as passionately stress-free, calm and stable. This trait ranges from 8 - 40, with greater score reflecting a more neuroticism individual. Lastly, the items ranges from 5, 10, 15, 20, 25, 30, 35, 40, 41 and 44 are the scores for Sincerity mannerism. This attribute is termed as individuals who are artistic, and inventive.

### **3.2.2 Observational Protocol**

The researcher investigated teacher's behavior through observation in the classroom i.e. how the teacher teaches various skills through text and activities. By using the convenient

sampling techniques the researcher observed 8 teachers from different public and private schools of all the subjects' teacher teach in secondary classes. The researcher also observed the teacher's behaviors in classrooms as how they teach different subjects and how they behave with their students in the classroom.

The observation protocol involved watching and discussing teaching style and behavior of a teacher in the classroom during the lecture. Observations were conducted during two-week framework in the summer of 2017. The researcher conducted observations in rounds. Each observation round contained twenty minutes in which the researcher observed teacher classroom interaction with students and Ten minutes for recording codes. The researcher finalized two series of opinions for each secondary school teachers, scores for the two rounds were be around to acquire whole class territory scores.

An observational protocol is a method designed by the researcher before the data collection which is used for taking the field notes during observation. The researcher records the chronology of the events and portrays detail note about the individual (Creswell, 2007).

Behavioral observation is used to record specific behaviors, in which to examine behavior and records the score on the scoring sheet. Behavioral observations mean choosing instruments to record the behavior, observing individual's expected behavior, and explore the points on a scale which reflects the behavior (Creswell, 20012). Teacher Behaviors Observation Form (TBOF) It is known as for whether teacher successfully manages their classroom and used reinforcement behaviors techniques and fewer disapproval behaviors (Reinke, et al., 2008). The appreciation behaviors included in the form as follows: kindness, friendly nature, energetic, cooperative, expressive, innovative, aesthetic, efficient etc. while disliking behavior like reserved, careless, moody, rudeness, anxious, nervous, lazy, disorganized, unfocused, quarreling person, selfish etc. The behavior observation form for the teacher is present in Appendix D.

### **3.2.3 Interview**

An interview is a beautiful application recorded the responses during research. The interview is something extra than conversation. An interview is referred an oral questionnaire with the help of partial people, however, it is more extra. The questionnaire contains secondary data assemblage, while Interview data composed openly face-to-face interaction.

Because most human beings are hesitant to write something than to talk. An interview is especially suitable for the investigator desires according to accumulate statistics on the basis of sentiments, practices, feelings and supplementary complex matters. According to Collins, et al. (2000), an interview is an individual meeting or gathering between two or more people with interviewers; asking questions and responding respondents. It is a popular tool that works in research due to its ease of use, especially for respondents.

An interview means an exchange of opinions among individuals who have common concern emphasizing the social situation according to the research data. In qualitative research, it is equally famous as an observation. A qualitative interview occurs when the researchers ask one or more participants for open general questions and record their answers (Creswell, 2012).

In the present study, the researcher selected eight school head teachers by using convenience sampling technique. According to Harding (2013) Individual interviews technique was held with heads in their schools, a standardized interview protocol was developed for the study. The interviews generated "rich" descriptions and explanations about teacher personality traits grounded in the experience and perspectives of the heads interviewed. The data were transcribed and analyzed first in terms of the protocol questions and then finalized it. For the current research study, the researcher has developed the semi structured interview. These kinds of interviews consist on some questions asked from every participant. The items of the interview focused to indicate the influence about teacher personality traits on student's achievements. The researcher took 15 minutes for each respondent for the interview. Interview protocol expressed heads views for getting the information about the final decision. The detail of the items for interviews is given below and the scale is attached as Appendix E.

#### **3.2.4 Content Rationality**

Content rationality consists of sincerely well-connected analysis regarding the textual content material afterward decides whether the cover or not the representative sample regarding the behavior domain to be conformity with measured". The object of enquiry instrument is selected on the basis of content rationality that indorses the content material through proper judgments.

### 3.2.5 Test

Validity is necessary in choice of any checking out procedures. The validity of a test is also concerning to measure tool, depends upon the dimension of accuracy as something is reproduced or collect certain significance measure. The validity of a test may additionally draw like a lot “the truth which includes check measures namely tries in conformity with the measure.” It is additionally defined that

The validity of a test may additionally draw like a lot “the truth which includes check measures namely tries in conformity with the quantity” that is well-defined as “The affectivity by a test measures such as tries in unity according to measure”. The researcher also developed a test of 10<sup>th</sup> class students of all subjects including arts and science to measure the students’ academic achievement is present in Appendix F.

### 3.2.6 Validation of Instruments

The data collection instruments for the study were designed in the light of these research instruments. The validity of the instruments was evaluated by the experts and reliability was checked through the 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. In this context, Creswell (2007) define validity means the improvement of the responses demonstrate the test signification.

When deciding the most suitable measures, the central chore was the modification to make appropriate according to the research. Firstly, to determine the improvement as well as similarity of measures. Research supervisor, seniors faculty member were carefully chosen and demanded to sensibly observes whole proclamations and identifies just applicable items. In the next step, the scale was decoded hooked on Urdu in order to sort them extra consistent as well as comprehensible for pupils and tutors. Throughout the transfer procedure, struggles were prepared to keep the accurate essence of phrases and patterns because of the exact conduction of the Urdu description. Three language teachers were demanded to make an accurate translation for improved grades. The purpose of this transformation was conformation by spoken for maintaining the questions into better way. On score reactions, the nearby removal with the absolute best regularity was carefully chosen. Two specialists, i.e. one Ph.D. Assistant Professor and one MPhil Lecturer) analyzed the accuracy of their



transformation based on evaluation, the near perfect elimination rightly supply the authentic touch was recollected.

To check the validity and reliability of teacher personality trait questionnaire used for pupils primarily based on systematic analysis of the collected works and prolific debate by means of numerous practitioners (faculty members) 45 proclamations were properly established via investigator. The items were noticeably retained into diverse magnitudes to form the inter rater-reliability. Seven factor of teacher's personality traits were developed based on investigator's views e.g., enthusiastic forgiving nature, Aesthetic experience, efficient, innovative, friendly, classroom management, and professional skills. After making these dimensions, the 45 statements were given to the 10 secondary school teachers and 05 for lecturers. The researcher requested them to abide each proclamation hooked on their relevant group.

The selection standard for each item was made when consent of experts had been received. The professionals judged the face validity of the items. In this step, the teachers' personality traits scale consisted of items was administered. The researcher checked the validity of tool through statistical techniques of Exploratory Factor Analysis of 33-items with the principal component method (PCM) followed by Varimax Rotation removed a 5-factor key countless than 1.0 and explicated 70.05% corporate alteration for Govt and 72.96% for private both. The features filling equal or higher than 0.4 were dignified by way of imperative. Therefore, teacher personality Scale (TPS) comprising 7 factors agreeableness, (10 item) extraversion, (6 items) conscientiousness, (3 items) openness (4 items), emotional stability, (3 items) introversion, (3 items) neuroticism (4 items). Whereas the students questionnaire comprising 5 factors agreeableness, (9 items) extraversion, (7 items) conscientiousness, (3 items), openness, (6 items) neuroticism (9 items). The overall reliability coefficients for the public, private and combine were .784, 0.885 and 0.878 respectively.

### **3.2.7 Pilot Testing**

Before going to the main study of the research and ready to push into the actual field for data collection, it is compulsory to check the validity and reliability of the tool before going to the employee in the research work. After given suggestions, language, and format of the questionnaire was amended and then finalized.

### 3.3 Population of the Study

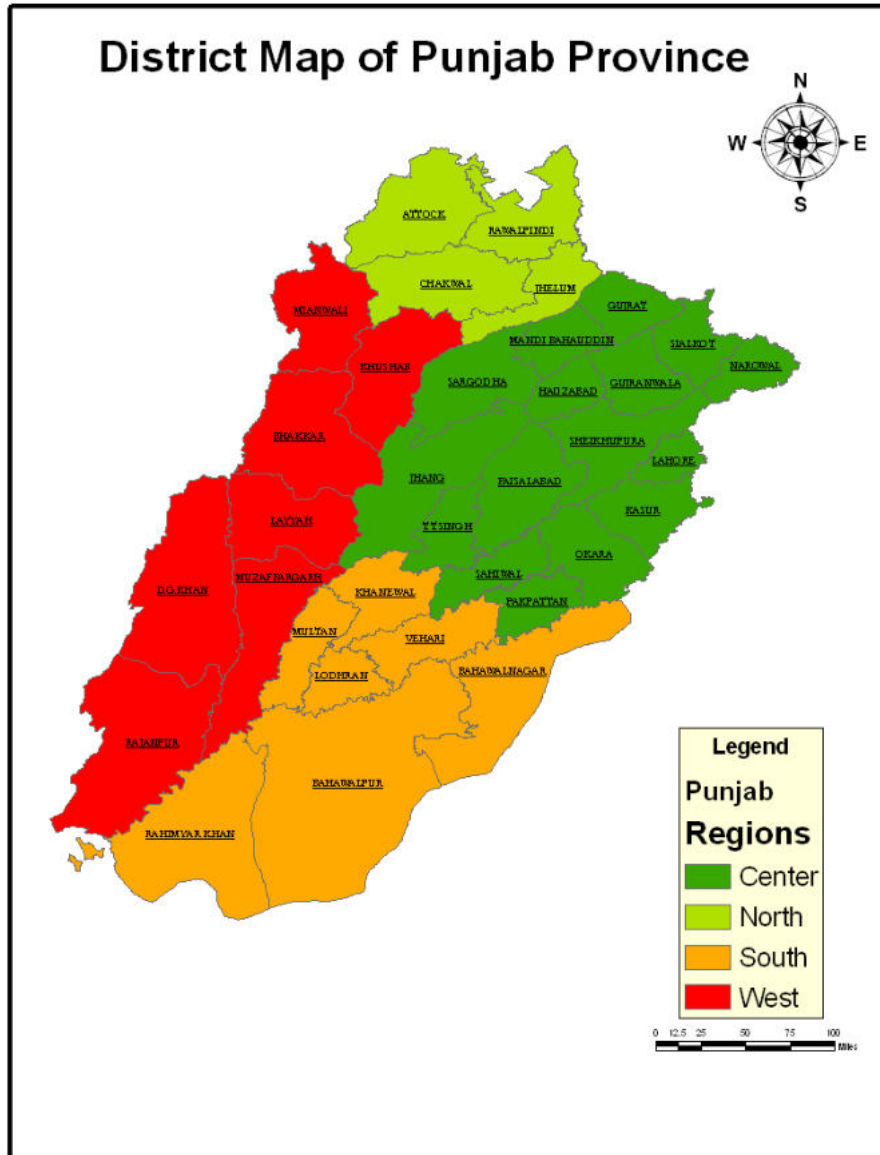
According to Best and Khan (2007) population described as group of individuals who have mutual individualities and their addition is for the researcher's interest. Creswell (2012) noticed group of people who have similar characteristic such as their outlooks, beliefs, manners, regarding individuals termed as populace. The current research contains all the pupils of Grade 10 at public and private institutions of Punjab as population and their teachers were selected at secondary level in Punjab.

1. Both male and female school teachers at the secondary level in Punjab included in this research.
2. This study covered the private and public secondary school teachers in Punjab.
3. The teaching staff of rural and urban school teachers at the secondary level in Punjab.
4. The heads of the school both male and female were selected as a population at the secondary level in Punjab.
5. The enrolled secondary school students both male and female students at the secondary level in Punjab were selected.

The Punjab province is distributed in four group i-e. North, South, West and central regarding ecological borders, margins partition, cultivation or the financial variance by Wilder (1999) etc. On the other hand, according to organizational estates, the Punjab province is distributed among 9 legislative dissections that contain Rawalpindi, Lahore, Gujranwala, Faisalabad, Sargodha, Sahiwal, Multan, Bahawalpur and Dera Ghazi Khan. Some area beside individually percentage of Punjab was prepared to accomplish the research extra comprehensive.

**Table 3.1** *Punjab province detailed map*

List of number of district in East Punjab					
sS. No		S. No		S. No	
1.	Gujarat	2.	Gujranwala	3.	Sargodha
4.	Faisalabad	5.	Pakpatan	6.	Okara
7.	Kasur	8.	Sialkoot	9.	Narowal
10.	Shekhupura	11.	Lahore	12.	Hafiz abad
13.	Jhang	14.	Toba take singh	15.	Mandibahaudin
16.	Sahiwal	17.	Nankana sahib	18.	Chiniot
List of number of district in north Punjab					
1.	Rawalpindi	2.	Jehlam	3.	Chakwal
4.	Attack				
List of number of district in west Punjab					
1.	Muzafargarh	2.	D.G Khan	3.	Mianwali
4.	Rajanpur	5.	Layyaha	6.	Khushab
7.	Bakhar				
List of number of district in south Punjab					
1.	Khaniwal	2.	Bahawalpur	3.	Bahawalnagar
4.	Rahimyarkhan	5.	Lodhran	6.	Multan
7.	Vehari				
Grand total districts in Punjab province				36	



Sources: Wilder (1999). *The Pakistani voter, electoral politics and voting behavior in the Punjab*. Karachi: Oxford University Press.

### 3.4 Sampling

Sampling is a technique and a subpart of given population that denotes conformism by means of the clusters concerning people, parts under observation entails each individual. The group of people as sample in research from which the data is attained, Frankel and Wallen (2008). Best and Kahn (2007) state that a sample is a tiny amount of a populace choose for assessment and evaluation. Consequently, the sample in research regulates crucial phase.

Hence, the tremendous sample is actually essential to describe the population that is taken for deliberation. The researcher applied the cluster sampling technique for data collection.

Sample is a subsection of the selected population in which researcher plans to study for generalizing about the goal population, Creswell (2007). Therefore, it can be said that a sample is a concentrated population that is to be general, and reflected to gather the countless consequence. The cluster sampling method was espoused by the investigator for information assemblage.

The secondary schools of Punjab, including three north, three south, three east and three west region districts out of 36 districts used as sample. Thirty two secondary school teachers from each district including (16 male and 16 female) selected through random sampling techniques. Eight heads of the schools were selected for the sample of the proposed study. A representative sample was taken as follows:

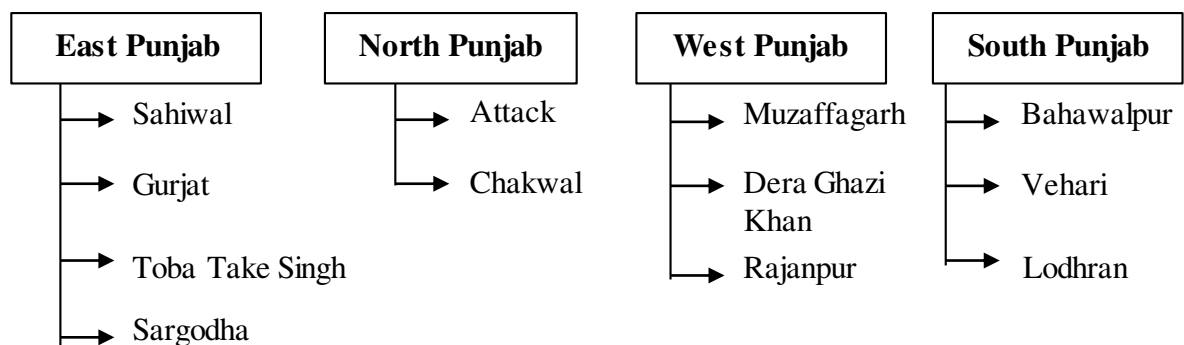
The Punjab province was divided into four clusters: Southern, Northern, West and East. The researcher selects the district through cluster sampling techniques. Three districts from each cluster were taken as a sample of the study. Further three Tehsils from each district were selected random sampling techniques such as from southern Punjab, Bahawalpur District (Bahawalpur, Hasilpur, Khairpur Tamiwali) Lodhran (Dunyapur, Kahrur Pacca, Lodhran) Vehari (Burewalla, Mailsi, Vehari) from Northern Punjab Rawalpindi District (Attock, Chakwal), Attock (Hasan Abdal, Jand Attock) Chakwal (Kalarkahar, Tila Gang, Chakwall) and from East Punjab Toba Take Singh, Gujrat, Jhang, Sargodha were selected. From Toba Take Singh (Pir Mahal, Gojra, Toba Take Singh) Gujrat (Kharian, Sarai Alam Gir Sargodha (Bhalwal, Sahiwal, Sargodha. From Jhang (Shorkot, Ahmad Pur Sial, and Jhang) from west Punjab Rajan Pur, Muzafar Garh, D.G Khan was selected. From Rajanpur (Rajanpur, Roghan, Jam Pur) Muzafar Garh (Ali Pur, Kot Addu, Muzafar Garh from Dera Ghazi Khan (Taunsa Sharif, De Excluded Areas Dera Ghazi Khan).

Eight (8) schools were selected from each tehsil through random sampling techniques. Four male schools (2 urban, 2 rural, in which 1 urban private school, 1 urban government school, 1 rural government school, 1 rural private school) and four female schools (2 urban, 2 rural, in which 1 urban private school, 1 urban government school, 1 rural private school 1 rural government school) were selected from each Tehsil.

1. By using convenient sampling technique, 4 teachers (2 sciences, 2 Arts,) from each school were selected. Total 32 teachers were selected from each tehsil (16 male and 16 female).
2. In simple random sampling methods, each and every individual of the population is given equal chance to representative the population (Creswell, 2012).
3. Students of each teacher were selected randomly. So total 64 students from each tehsil (32 male and 32 female).
4. Overall 1,152 teachers, 2104 students, and 576 schools were selected in this study.

Data were collected through questionnaire from school heads, teachers, and their students. The questionnaires were delivered and collected personally by the researcher to the students of 10th grade. 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 periods in which teachers had been observed. Distribution of sample was as shown in the following Figure 3.2.

**Figure 3.1** *Sample of study from Punjab Districts*



Grand total sample out of 36 districts of Punjab Province = 12

Table 3.2 *Selected number of tehsils from various districts in Punjab*

S.No	List of number of tehsils of various district in East Punjab		
1.	Toba take Singh		
	1. Pirmahal	2. Gojra	3. Toba take Singh
2.	Gujrat		
	1. Kharina	2.Sarai alamgir	3.Gujrat
3.	Jhang		
	1. Jhang	2.Shorkot	3.Ahmad pur sial
4.	Sargodha		
	1.Sahiwal	2.Bhalwal	3.Sargodha
List of number of tehsils of various district in north Punjab			
5.	Attack		
	1.Hassan abdal	2. Attack	3.Jand
6.	Chakwal		
	1.Kalarkahar	2.Tillagang	3.Chakwal
List of number of district in west Punjab			
7.	Rajanpur		
	1.Rojhan	2.Rajan pur	3.Jampur
8.	Muzafargarh		
	1.Ali pur	2.Kot Addu	3.Muzafargarh
9.	D.G Khan		
	1.Taunsa Sharif	2.D.G. Khan	3.De excluded areas
List of number of district in south Punjab			
10.	Bahawalpur		
	1.Hasil Pur	2.Khairpurtamiwali	3.Bahawalpur
11.	Lodhran		
	1.Kehror Pacca	2.Dunya Pur	3. Lodhran
12.	Vehari		
	1.Mailsi	2.Burewala	3.Vehari
Grand total tehsils in district Punjab province			36

Table 3.3 *List of selected schools in south Punjab*

Sr. No	Tehsils	Gender	No of schools		No. of teachers		No. of students	
			Rural	Urban	Rural	Urban	Rural	Urban
1	Bahawalpur	Male	2	2	8	8	16	16
		Female	2	2	8	8	16	16
		Total	4	4	16	16	32	32
2	Hasilpur	Male	2	2	8	8	16	16
		Female	2	2	8	8	16	16
		Total	4	4	16	16	32	32
3	Khair pur Tamewali	Male	2	2	8	8	16	16
		Female	2	2	8	8	16	16
		Total	4	4	16	16	32	32
Grand total			12	12	48	48	96	96

Table 3.4 *List of selected schools in East Punjab*

Sr. No	Tehsils	Gender	No of schools		No. of teachers		No. of students	
			Rural	Urban	Rural	Urban	Rural	Urban
1	Gujarat	Male	2	2	8	8	16	16
		Female	2	2	8	8	16	16
		Total	4	4	16	16	32	32
2	Toba Singh	Male	2	2	8	8	16	16
		Female	2	2	8	8	16	16
		Total	4	4	16	16	32	32
3	Sargodha	Male	2	2	8	8	16	16
		Female	2	2	8	8	16	16
		Total	4	4	16	16	32	32
4	Ghang	Male	2	2	8	8	16	16
		Female	2	2	8	8	16	16
		Total	4	4	16	16	32	32
Grand total			16	16	64	64	128	128



Table 3.5 *List of selected schools in West Punjab*

Sr.No	Tehsils	Gender	No of schools		No. of teachers		No. of students	
			Rural	Urban	Rural	Urban	Rural	Urban
1	Muzafargarh	Male	2	2	8	8	16	16
		Female	2	2	8	8	16	16
		Total	4	4	16	16	32	32
2	D.G khan	Male	2	2	8	8	16	16
		Female	2	2	8	8	16	16
		Total	4	4	16	16	32	32
3	Rajan Pur	Male	2	2	8	8	16	16
		Female	2	2	8	8	16	16
		Total	4	4	16	16	32	32
Grand total			12	12	48	48	96	96

Table 3.6 *List of selected schools in North Punjab*

Sr. No	Tehsils	Gender	No of schools		No. of teachers		No. of students	
			Rural	Urban	Rural	Urban	Rural	Urban
	Attack	Male	2	2	8	8	16	16
		Female	2	2	8	8	16	16
		Total	4	4	16	16	32	32
	Chakwal	Male	2	2	8	8	16	16
		Female	2	2	8	8	16	16
		Total	4	4	16	16	32	32
Grand total		8	8	32	32	64	64	

### 3.4.1 Organizational Permission

Permission is necessary before data collection. For the data collection, the researcher acquired a letter of approval from the concerned department including a letter of request for school heads (headmaster/ headmistress) teachers and their students to help and support in collection of data. A personal visit was made by the researcher for the selected high schools. An official consent was got from school head for the purpose of data collection. The researcher collected data from all the head teachers, secondary school teachers, and pupils of Grade 10. The organizational permission letter is attached in Appendix F.

The researcher visited 576 schools (288 male 288 female) from the all 36 tehsils of districts Punjab. The researcher gave the guideline and instructions about the statement of the questionnaires. The questionnaire was distributed to secondary school tutors in both private and public institutions in Punjab. The students were given enough time to respond to the

questionnaire. After that, the respondent gave the honest opinions about the statement of the questions.

The participants from sampled institutions were observed by the researcher. During the observation, some Govt and private institutes, researcher observed some teachers were hesitant for providing the accurate information because of moral environment of the institute. Though, the investigator persuaded them and familiar them the logic of the research and collected evidence. The researcher clarified the aim of research and guaranteed defendants about the concealment and demanded them to fill the survey.

### **3.4.2 The Quantitative Research Group**

Such explanation prepared a mainstream of defendants ready to provide the requisite data. Total 2,000 questionnaires were distributed among tutors of Govt and private institutes at secondary level, out of 288 Govt and 288 private institutes. The finalized surveys were reimbursed with a response level of 95.83% and 96% respectively. Similarly, in the case of 10th session 2016. Student's questionnaire was give back 2104 out of 2250 students completed surveys with a retort degree of 98%. In a face-to-face or self-approach of survey management, the reaction level of 80-85% is deliberated good (Larossi, 2006). 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.

## **3.5 Data Analysis**

During the process of data collection, the collected data had been coded and fed on daily bases in (SPSS, 20) version software. Coding means to make a sense of text data when divided into text or images with parts, label the parts with codes into broad themes (Creswell, 2012). Different data sheets were prepared in SPSS by the researcher. However, to explore the correlation between the variables these sheets were merged. One observation check list prepared for teachers and one interview protocol for heads of secondary school teachers was developed.

The data were analyzed through Statistical Package for the Social Sciences (SPSS). The evocative measurements for entire queries first examined. The next phase in present

research was to demeanor the scrutiny of consistency for entirely the measures. Thirdly, we accompanied a succession of One-Way Independent Analysis of Variance (ANOVA) exams to equate the average of 7 teacher's factors and 5 student's factors. ANOVA was applied to find out the gender and institute base effects. ANOVA applied when more than two groups are to stand compared. According to Best and Khan (2007), ANOVA gives a statistical test of whether the possible few groups are all equal or consequently generalize. Then, Pearson instant links were directed to control the association between the research variables. Formerly, ordered reversion examines were used to govern the greatest analytical ideal for pupils' success. Lastly, numerous Independent T-tests were executed to test the mean variances between males and females in the variables restrained in research.

All the collected responses were quantitative as well as qualitative method. The quantitative facts obtained through questionnaire and qualitative data acquired through interviews and observation. After analyzing and interpreting the data that portrays conclusion about it; representing in tables, figures, after explaining the conclusion, words were used to provide solutions to strengthen research questions. After analyzing report research record commonly titled results, findings, and discussions (Creswell, 2014). The researcher used statistical formulas, determined by calculating Cronbach's alpha coefficient and find out the reliability of data. After examining the study results, research findings and the conclusion was drawn to meet the research objectives successfully. The Cronbach's alpha values, measured for the sub dimensions of teachers factors openness at (.702), conscientiousness (.690), extroversion (.645), agreeableness (.797), and neuroticism (.699), emotional stability (.690), introversion (.766), The Cronbach's alpha values, measured for the sub dimensions of students factors openness at (.713), conscientiousness (.782), extroversion (.755), agreeableness (.706), and neuroticism (.774) suggest that internal reliabilities for all the factors are within an acceptable range.

## CHAPTER 4

### ANALYSIS AND INTERPRETATION OF THE DATA

The aim of current research was to identify the effect of personality traits of secondary school teachers on students' achievements in Punjab. This chapter deals with analysis and data collected through two sets of questionnaire, observation sheet and interviews techniques from heads of the schools. The data are presented in the form of tables and analyzed through Statistical Package for Social Sciences (SPSS). Different statistical techniques such as percentage, mean score, Pearson correlation, one-way ANOVA, Independent Sample t-test and multiple regression analysis were used to calculate data.

Table 4.1 *Teacher's Demographic characteristics survey*

Demographical Variables		Frequency	Percentage
Locality	Male	588	51.0%
	Female	564	49.0%
	Urban	560	48.6%
	Rural	592	51.4%
Marital Status	Single	519	48.6%
	Unmarried	633	51.4%
Job Status	EST	47	8.2%
	SST	204	35.4%
	SS	166	28.8%
	SESE	122	21.2%
	SSE	37	6.4%
	Other	576	50.0%
Academic Qualifications	FA/FSC	64	5.6%
	BA/BSC	198	17.2%
	MA/MSC	675	58.6%
	M.Phil.	166	14.4%
	Ph.D.	34	3.0%
	Others	15	1.3%
Professional Qualifications	PTC	26	2.3%
	CT	143	12.4%
	DM	229	19.1%
	B.Ed	546	47.4%
	B.S.Ed	58	5.0%
	M.Ed	136	11.8%
	MA .Education	23	2.0%
Age	Under 25	260	22.6%
	26-30	329	28.6%
	31-35	302	26.2%

	36-40	177	15.4%
	41-45	47	4.1%
	46-50	23	2.0%
	Above 50	14	1.2%
Job experience	1-5	366	31.8%
	6-10	275	23.9%
	11-15	271	23.5%
	16-20	145	12.6%
	21-25	39	3.4%
	26-30	39	3.4%
	More than 30	17	1.5%

Table indicates about gender that 51% respondents are male teachers and 49% respondents are females out of the total sample of 1152 teachers. To record the equal response rate, the researcher tried to get the percentage of the both genders. Forty-nine percent of sampled teachers belong to urban areas whereas the rest of 51.4% belong to rural areas of Punjab, Pakistan. The results about teachers marital status of teachers were asked that how many of them are single and how many are married. Forty-Nine percent informants are single while 51.4% Informants are married. The results of teachers job status that 8.2% informants are EST teachers, 35.4% informants are SST, whereas 28.8% informants are SS teachers. Twenty-one percent are SESE and 6.4% teacher SSE who recorded their responses for the purpose of this study. The results of teachers' academic qualification 5.6% informants have FA/F.Sc, while 17.2% have BA/B.Sc, and whereas 58.6% have MA/M.Sc, 14.4% informants have the M.Phil degree and 3% informants have the degree of doctorate and 1.3% have others degrees. The results of teacher professional qualification and 2.3% informants have PTC while, 12.4% have CT, whereas 19% have DM, however 47.4% have B.Ed, whilst 5% have BS.Ed while 11.8% have M.Ed degree, 2% informants have the degree of M.A education diploma or certificate in their professional educational record. The teachers age 22.6% informants have less than 25 year age while, 28.6% have 26-30 year age group, 26.2% have 31-35 year age group, whereas. Fifteen percent have 36-40 year age group, whilst 4% have 41-45 year age group, while 2% have 46-50 year age group, and 1% informants have above 50 plus age group. The teachers' teaching experience 31.8% informants have between 5 years, 23.9% informants have between 6 to 10 years, 23.5% informants have 11 to 15 years, 12.6% informants have 16 to 20 years and 3.4% informants have 21 to 25 years teaching experience,

and also 3.4% have 26 to 30 year teaching experience, while 1.5% have more than 30 years teaching experience.

#### 4.1 Factor Wise Analysis of Data Collected from Teachers

Table 4.2 Teachers' perception about agreeableness

Q #	Statement	Loadings	SA&A	%	SDA&DA	%
4	I am a quiet person.	.515	650	56.4	502	43.6
10	I am a talkative person	.649	457	39.6	695	60.4
15	I am unfriendly person	.664	460	40	692	60.1
17	I cooperate with students.	-.522	703	60	449	39
18	I pay attention to my job	.588	512	44.5	640	55.5
19	I become careless when doing any task.	-.692	768	66.7	384	33.3
20	I am a reliable person	.612	571	49.5	581	50.4
22	I habitually indulge to the task until it will complete.	.646	590	51.2	562	48.8
26	I feel myself an unfocused person	.509	601	52.2	551	47.8
30	Sometime I feel fears a lot	.464	559	48.6	593	51.4

Variance Explained: 10.63%

Cronbach's Alpha 0.702

Exploratory factor analysis (EFA) with Principle axis factoring (PAF) followed by Varimax rotation was run on 10-statements to extract the uncorrelated items for teachers' questionnaire (Table). EFA results demonstrate that first factor agreeableness have Eigen-value higher than one and accounted for 10.63% common variance. It includes 10 items (4, 10, 15, 17, 18, 19, 20, 22, 26 and 30) and the Cronbach's alpha reliability of this factor was 0.702. Moreover, the frequency analysis of this factor revealed that 56.4% teachers agree that they are quite person, 39.6% teachers are talkative person, 40% teachers are unfriendly, 60% teachers believed into cooperate with students, 44.5% teachers' pay attention to their job, 66.7% teachers become careless when doing any task. Fifty percent teachers believe they are reliable person, 51.2% teachers habitually indulge to the task until it will complete and 52.2% teachers are unfocused person and 48.6% teachers agreed that they sometimes feel fears a lot

Table 4.3 *Teachers' perception about extroversion*

Q #	Statement	Loadings	SA&A	%	SDA&DA	%
1	I am kind with students.	.514	940	81.6%	212	18.4%
6	I am assertive by nature	.616	866	75.2%	286	24.8%
11	I start quarrels with others	.463	890	77.3%	262	22.8%
33	I usually do work according to my mood	.746	885	76.8%	267	23.1%
36	I am curious to learn new things.	.371	833	72.3%	319	27.7%
39	I handle the stress in relax mood	.525	773	67.1%	379	32.9%
Variance Explained 6.45				Cronbach's Alpha 0.699		

Table specifies results concerning to second factor extraversion has Eigen-value higher than one and accounted for 6.45% common variance. It contains 6 items (1, 6, 11, 33, 36 and 39) and the Cronbach's alpha reliability of this factor was 0.699. Furthermore the frequency analysis of this factor discovered that 81.6% teachers behave kindly with students, 75.2% teachers have assertive nature, 77.3% teachers start quarrels with others, 76.8% teachers usually do work according to their mood, 72.3% teachers are curious to learn new things 67.1% teachers said that they become handle the stress in relax mood.

Table 4.4 *Teachers' perception about neuroticism*

Q #	Statement	Loadings	SA&A	%	SDA&DA	%
16	I sometime behave rude with others.	.566	857	74.4	295	25.6
23	I become lazy when perform the duty.	.636	882	76.6	270	23.5
25	I follow my plans from their start to an end	-.615	528	45.8	624	54.1
27	I am depressive by nature	.594	853	74.1	299	25.9
Variance Explained 6.22				Cronbach's Alpha 0.645		

The results of Table EFA demonstrate that third factor neuroticism has Eigen-value higher than one and accounted for 6.22% common variance. It comprises 4 items (16, 23, 25, and 27) and the Cronbach's alpha reliability of this factor was 0.645 Besides the frequency analysis of this factor exposed that 74.4% teachers says that rude behavior with students, 76.6% teachers opined that they become lazy to perform their duties, 45.8% teachers viewed that they follow their plan from start to end, 74.1 % teachers believed that they depressive by nature.

Table 4.5 *Teachers' perception about openness*

Q #	Statement	Loadings	SA&A	%	SDA&DA	%
13	I usually trust others.	.605	736	63.9%	416	36.1%
24	I teach with efficiently.	.568	795	69%	357	31%
28	Variation in task could not upset me	.599	862	71.7%	326	28.3%
35	I do things in innovative ways.	.335	882	76.6%	270	23.5%
Variance Explained 4.73				Cronbach's Alpha 0.797		

The results in Table 4.5, EFA determines fourth factor openness have Eigen-value higher than one and accounted for 4.73% common variance. It includes 4 items (13, 24, 28 and 35) and the Cronbach's alpha reliability of this factor was 0.797. Moreover, the frequency analysis of this factor shown that 63.9% teachers say that they usually trust others, 69% teachers view that they teach efficiently, 71.7% teachers believed that variation in task could not upset them 76.6% teachers argued that they do things in innovative way.

Table 4.6 *Teachers' perception about conscientiousness*

Q #	Statement	Loadings	SA&A	%	SDA&DA	%
5	I have quality of enthusiasm	.676	914	79.4%	238	20.7%
12	I normally forgive others	.591	881	76.5%	271	23.5%
40	I have aesthetic experiences.	.493	872	75.7%	280	24.3%
Variance Explained 4.53				Cronbach's Alpha 0.699		

EFA determine the fifth factor Conscientiousness have Eigen-value higher than one and accounted for 4.53% common variance as resulted in Table 4.6. It comprises 3 items (5, 12 and 40) and the Cronbach's alpha reliability of this factor was 0.659. Furthermore, the frequency analysis of this factor open that 79.4% teachers opined that they have quality of enthusiasm, 76.5% teachers depicted that they normally forgive others, 75.7% teachers viewed that have aesthetic experiences.

Table 4.7 *Teachers' perception about emotional stability*

Q#	Statement	Loadings	SA&A	%	SDA&DA	%
9	I feel hesitation to accept my weak points.	-.475	429	36.9	726	63
34	I pretend to be calm in tense situations.	.469	868	75.3	284	24.6
41	I prefer to do work in my daily routine.	.801	711	61.7	441	38.3
Variance Explained 4.36				Cronbach's Alpha 0.690		

In Table EFA demonstrates results relating to six factor about emotional strength have eigen-value higher than one and accounted for 4.36% common variance. It contains 3 items



(9, 34 and 41) and the Cronbach's alpha reliability of this factor was 0.690. Moreover the frequency analysis of this factor exposed that 36.9% teachers view that they feel hesitant to accept weak points, 75.3% teachers opined that they pretended to calm in tense situations , 61.7% teachers believed that they prefer to do work in daily routine.

Table 4.8 *Teachers' perception about introversion*

Q #	Statement	Loadings	SA&A	%	SDA&DA	%
8	I become nervous easily	.635	.456	57.2%	.696	60%
14	I am unselfish with students	.404	.450	53.6%	.702	61%
29	I am anxious by nature.	.745	.650	40.9%	.502	43.3%
Variance Explained 4.36			Cronbach's Alpha 0.766			

Table exhibits results of EFA that prove factor introversion have eigen-value higher than one and accounted for 4.36% common variance. It includes 3 items (8, 14 and 29) and the Cronbach's alpha reliability of this factor was 0.766. Moreover, the frequency analysis of this factor revealed that 39.6% teachers agree that they become nervous, while 39.1% opined that they become unselfish with students and 56.4% teachers believed that they cooperate with their students.

Table 4.9 *Contrast of agreeableness as gender*

Gender	N	Mean	SD	SEM	T	p-value
Male	588	2.57	0.49	0.0	1.500	.082
Female	564	2.52	0.47	0.01		

The results in Table establishes major differences between mean scores of males ( $M = 2.57$ ,  $SD = .49$ ) and females ( $M = 2.52$ ,  $SD = .47$ ) respondents. The p-value is less than .05. Therefore, difference is significant because both genders have not similar opinions about agreeableness  $t(1150) = -1.500$ ,  $Sig = .082$ .

Table 4.10 *Contrast of extroversion as gender*

Gender	N	Mean	SD	SEM	T	p-value
Male	588	3.12	0.61	0.02	.607	.651
Female	564	3.09	0.61	0.02		

The results in Table Identifies the same mean score of males ( $M = 3.12$ ,  $SD = .61$ ) and females ( $M = 3.09$ ,  $SD = .61$ ) respondents. The p-value is greater than .05 and it

recognizes no significant difference in the opinions of both genders about extroversion  $t(1150) = .607$  Sig = .651.

Table 4.11 *Contrast of neuroticism as gender*

Gender	N	Mean	SD	SEM	T	p-value
Male	588	2.92	0.53	0.02	.294	.948
Female	564	2.91	0.52	0.02		

The results in Table explores the mean scores of males ( $M = 2.92$ ,  $SD = .53$ ) and females ( $M = 2.91$ ,  $SD = .52$ ) respondents are alike. The p-value is greater than .05 that denotes the difference is not significant and both genders have similar ideas concerning Neuroticism  $t(1150) = .294$  Sig = .948.

Table 4.12 *contrast of openness as gender*

Gender	N	Mean	SD	SEM	T	p-value
Male	588	2.97	0.73	0.03	.027	.798
Female	564	2.97	0.71	0.03		

Table illustrates the mean scores of males ( $M = 2.97$ ,  $SD = .73$ ) and females ( $M = 2.97$ ,  $SD = .71$ ) respondents are the same. The difference is not significant and both genders have similar opinions about openness. The p-value is higher than .05,  $t(1150) = .027$  Sig = .798

Table 4.13 *Contrast of conscientiousness as gender*

Gender	N	Mean	SD	SEM	T	p-value
Male	588	3.13	0.68	0.02	-.617	.900
Female	564	3.15	0.68	0.02		

The results in Table depicts the mean score of males ( $M = 3.13$ ,  $SD = .68$ ) and females ( $M = 3.15$ ,  $SD = .68$ ) respondents is not different. The difference is not significant and both genders have similar opinions about conscientiousness. The p-value is higher than .05,  $t(1150) = .617$  Sig = .900.

Table 4.14 *Contrast of emotional stability as gender*

Gender	N	Mean	SD	SEM	T	p-value
Male	588	2.69	0.51	0.02	.826	.884
Female	564	2.67	0.52	0.02		

The results in Table indicates the mean score of males ( $M = 2.69$ ,  $SD = .51$ ) and females ( $M = 2.67$ ,  $SD = .52$ ) respondents has no significantly difference. The p-value is higher than .05 and distinguishes the difference is not significant because both genders have equivalent opinions relating emotional stability  $t(1150) = .862$   $Sig = .884$ .

Table 4.15 *Contrast of introversion as gender*

Gender	N	Mean	SD	SEM	T	p-value
Male	588	2.40	0.77	0.03	.457	.491
Female	564	2.38	0.79	0.03		

The results in Table demonstrate the mean score of males ( $M = 2.40$ ,  $SD = .77$ ) and females ( $M = 2.38$ ,  $SD = .79$ ) respondents is not significantly different. The p-value is higher than .05 and it identifies the difference is not significant because both genders have not diverse ideas about introversion  $t(1150) = .457$   $Sig = .491$ .

Table 4.16 *Location wise contrast of agreeableness*

Location	N	Mean	SD	SEM	T	p-value
Urban	560	2.56	0.49	0.02	.850	.456
Rural	592	2.53	0.48	0.01		

The results in Table signposts the mean score of urban ( $M = 2.56$ ,  $SD = .49$ ) and rural ( $M = 2.53$ ,  $SD = .48$ ) respondents is not significantly different. The p-value is higher than .05 and it also recognizes the difference is not significant as both genders have identical visions about agreeableness  $t(1150) = .850$   $Sig = .456$ .

Table 4.17 *Location wise contrast of extroversion*

Location	N	Mean	SD	SEM	T	p-value
Urban	560	3.09	0.61	0.02	-.836	.718
Rural	592	3.12	0.61	0.02		

The results in Table explores the mean score of urban ( $M = 3.09$ ,  $SD = .61$ ) and rural ( $M = 3.12$ ,  $SD = .61$ ) respondents is not significantly different. The p-value is higher than .05

that distinguishes the difference is not significant as both genders have equivalent opinions about extroversion  $t(1150) = -.836$  Sig = .718.

Table 4.18 *Location wise contrast of neuroticism*

Location	N	Mean	SD	SEM	T	p-value
Urban	560	2.90	0.51	0.02	-.527	.437
Rural	592	2.92	0.53	0.02		

The results in Table displays the mean score of urban ( $M = 2.90$ ,  $SD = .51$ ) and rural ( $M = 2.92$ ,  $SD = .53$ ) respondents has no significant difference. The p-value is higher than .05 that identifies difference is not significant because both genders have alike responses concerning Neuroticism  $t(1150) = -.527$  Sig = .437.

Table 4.19 *Location wise contrast of openness*

Location	N	Mean	SD	SEM	T	p-value
Urban	560	2.94	0.73	0.03	-1.114	.242
Rural	592	2.99	0.71	0.02		

The results in Table illuminates the mean score of urban ( $M = 2.94$ ,  $SD = .73$ ) and rural ( $M = 2.99$ ,  $SD = .71$ ) respondents has no significant difference. The p-value is higher than .05 that recognizes the difference is not significant and both genders have identical opinions about openness  $t(1150) = -1.114$  Sig = .242.

Table 4.20 *Location wise contrast of conscientiousness*

Location	N	Mean	SD	SEM	T	p-value
Urban	560	3.15	0.66	0.02	.438	.039
Rural	592	3.13	0.71	0.02		

The results in Table reveals the mean score of urban ( $M = 3.15$ ,  $SD = .66$ ) and rural ( $M = 3.13$ ,  $SD = .71$ ) respondents has significant difference. The p-value is smaller than .05 that identifies difference is significant because both genders have dissimilar ideas concerning conscientiousness  $t(1150) = .438$ , Sig = .039.

Table 4.21 *Location wise contrast of emotional stability*

Location	N	Mean	SD	SEM	T	p-value
Urban	560	2.66	0.53	0.02	-1.007	.232
Rural	592	2.70	0.50	0.02		

The results in Table indicates the mean score of urban ( $M = 2.66$ ,  $SD = .53$ ) and rural ( $M = 2.70$ ,  $SD = .50$ ) respondents has no significant difference. The p-value is higher than .05 that finds the difference is not significant and both genders have identical ideas about emotional stability  $t(1150) = -.1.007$  Sig = .232.

Table 4.22 *Location wise contrast of introversion*

Location	N	Mean	SD	SEM	T	p-value
Urban	560	2.43	0.77	0.03	1.838	.643
Rural	592	2.35	0.79	0.03		

Table 4.22 portrays the mean score of urban ( $M = 2.43$ ,  $SD = .77$ ) and rural ( $M = 2.35$ ,  $SD = .79$ ) respondents has no significant difference. The p-value is higher than .05 that identifies the difference is not significant and both genders have similar opinions about introversion  $t(1150) = 1.838$  Sig = .643.

Table 4.23 *Marital status wise contrast of agreeableness*

Status	N	Mean	SD	SEM	T	p-value
Single	519	2.54	0.51	0.02	-.204	.001
Married	633	2.55	0.46	0.01		

Table describes the mean score of single person ( $M = 2.54$ ,  $SD = .51$ ) and married person ( $M = 2.55$ ,  $SD = .46$ ) respondents has a significant difference. The p-value is smaller than .05 that identifies the difference is significant and both genders have diverse opinions about agreeableness  $t(1150) = -.204$ , Sig = .001.

Table 4.24 *Marital status wise contrast of extroversion*

Status	N	Mean	SD	SEM	T	p-value
Single	519	3.17	0.62	0.02	3.065	.904
Married	633	3.06	0.60	0.02		

Table interprets between the mean score of single person ( $M = 3.17$ ,  $SD = .62$ ) and married person ( $M = 3.06$ ,  $SD = .60$ ) respondents has no significant difference. The p-value is

higher than .05 that distinguishes the difference is not significant and both genders have similar opinions about extroversion  $t(1150) = 3.065$   $Sig = .904$ .

Table 4.25 *Marital status wise contrast of neuroticism*

Status	N	Mean	SD	SEM	T	p-value
Single	519	2.94	0.50	0.02	1.413	.018
Married	633	2.89	0.54	0.02		

Table reveals the mean score of single person ( $M = 2.94$   $SD = .50$ ) and married person ( $M = 2.89$ ,  $SD = .54$ ) respondents has significant difference. The p-value is smaller than .05 that identifies the difference is significant and both genders have no similar opinions about neuroticism  $t(1150) = -1.413$ ,  $Sig = .018$ .

Table 4.26 *Marital status wise contrast of openness*

Status	N	Mean	SD	SEM	T	p-value
Single	519	3.01	0.75	0.03	1.795	.010
Married	633	2.93	0.69	0.02		

Table determines the mean score of single ( $M = 3.01$ ,  $SD = .75$ ) and married ( $M = 2.93$ ,  $SD = .69$ ) respondents has a significant difference. The p-value is smaller than .05 that identifies the difference is significant and both genders have different opinions relating to openness  $t(1150) = -1.795$ ,  $Sig = .010$ .

Table 4.27 *Marital status contrast of conscientiousness*

Status	N	Mean	SD	SEM	T	p-value
Single	519	3.20	0.65	0.02	2.961	.051
Married	633	3.08	0.71	0.02		

Table expresses the mean score of single person ( $M = 3.20$ ,  $SD = .65$ ) and married person ( $M = 3.08$ ,  $SD = .71$ ) respondents has no significant difference. The p-value is higher than .05 that identifies the difference is not significant and both genders have identical opinions concerning conscientiousness  $t(1150) = -2.961$ ,  $Sig = .051$ .

Table 4.28 *Marital status wise contrast of emotional stability*

Status	N	Mean	SD	SEM	T	p-value
Single	519	2.68	0.52	0.02	.255	.661
Married	633	2.68	0.51	0.02		

Table specifies the mean score of single person ( $M = 2.68$ ,  $SD = .52$ ) and married person ( $M = 2.68$ ,  $SD = .51$ ) respondents has no significant difference. The p-value is higher than .05 that recognizes the difference is not significant and both genders have similar visions about emotional stability  $t(1150) = .255$  Sig = .661.

Table 4.29 *Marital status wise contrast of introversion*

Status	N	Mean	SD	SEM	T	p-value
Single	519	2.34	0.79	0.03	-2.013	.727
Married	633	2.43	0.77	0.03		

Table explores the mean score of single person ( $M = 2.34$ ,  $SD = .79$ ) and married person ( $M = 2.43$ ,  $SD = .77$ ) respondents has no significant difference. The p-value is higher than .05 that recognizes the difference is not significant because both genders have identical ideas about introversion  $t(1150) = -2.013$  Sig = .727.

Table 4.30 *Institutions wise contrast of agreeableness*

Nature of institutions	N	Mean	SD	SEM	T	p-value
Government	576	2.59	0.45	0.01	3.368	.000
Private	576	2.50	0.51	0.02		

Table depicts the mean score of government institutions ( $M = 2.59$ ,  $SD = .45$ ) and private institutions ( $M = 2.50$ ,  $SD = .51$ ) respondents has a significant difference. The p-value is smaller than .05 that recognizes the difference is significant as both institutions have diverse opinions about agreeableness  $t(1150) = -3.368$ , Sig = .000.

Table 4.31 *Institutions wise contrast of extroversion*

Nature of institutions	N	Mean	SD	SEM	T	p-value
Government	576	2.92	0.59	0.02	-10.689	.013
Private	576	3.29	0.57	0.02		

Table represents the mean score of government institutions ( $M = 2.92$ ,  $SD = .59$ ) and private institutions ( $M = 3.29$ ,  $SD = .57$ ) respondents has a significant difference. The p-value

is higher than .05 that identifies the difference is not significant and both institutions have similar views concerning extroversion  $t(1150) = -10.689$ ,  $Sig = .013$ .

Table 4.32 *Institutions wise contrast of neuroticism*

Nature of institutions	N	Mean	SD	SEM	T	p-value
Government	576	2.85	0.54	0.02	-4.174	.001
Private	576	2.98	0.49	0.02		

Table illustrates the mean score of government ( $M = 2.85$ ,  $SD = .54$ ) and private ( $M = 2.98$ ,  $SD = .49$ ) respondents has a significant difference. The p-value is smaller than .05 that identifies the difference is significant and both genders have dissimilar opinions concerning neuroticism  $t(1150) = -4.174$ ,  $Sig = .001$

Table 4.33 *Institutions wise contrast of openness*

Nature of institutions	N	Mean	SD	SEM	T	p-value
Government	576	2.87	0.64	0.02	-4.531	.000
Private	576	3.068	0.78	0.03		

Table explores the mean score of government ( $M = 2.87$ ,  $SD = .64$ ) and private ( $M = 3.068$ ,  $SD = .78$ ) respondents has a significant difference. The p-value is lower than .05 that recognizes the difference is significant and both genders have diverse opinions about openness  $t(1150) = -4.531$ ,  $Sig = .000$ .

Table 4.34 *Institutions wise contrast of conscientiousness*

Nature of institutions	N	Mean	SD	SEM	T	p-value
Government	576	2.97	0.69	0.02	-8.765	.000
Private	576	3.31	0.63	0.02		

Table reveals the mean score of government institutions ( $M = 2.97$ ,  $SD = .69$ ) and private institutions ( $M = 3.31$ ,  $SD = .63$ ) respondents has a significant difference. The p-value is minor than .05 that recognizes the difference is significant and both institutions have diverse opinions concerning conscientiousness  $t(1150) = -8.765$ ,  $Sig = .000$ .



Table 4.35 *Institutions wise contrast of emotional stability*

Nature of institutions	N	Mean	SD	SEM	T	p-value
Government	576	2.67	0.57	0.02	-.624	.000
Private	576	2.69	0.45	0.01		

Table represents the mean score of government institutions ( $M = 2.67$ ,  $SD = .57$ ) and private institutions ( $M = 2.69$ ,  $SD = .45$ ) respondents has a significant difference. The p-value is smaller than .05 that categorizes the difference is significant and both institutions have diverse opinions relating emotional stability  $t(2102) = -.624$ ,  $Sig = .000$ .

Table 4.36 *Institutions wise contrast of introversion*

Institutions	N	Mean	SD	SEM	T	p-value
Government	576	2.50	0.74	0.03	4.652	.016
Private	576	2.28	0.80	0.03		

Table demonstrates the mean score of government institutions ( $M = 2.50$ ,  $SD = .74$ ) and private institutions ( $M = 2.28$ ,  $SD = .80$ ) respondents has a significant difference. The p-value is smaller than .05 that recognizes the difference is significant and both institutions have not same opinions about introversion  $t(1150) = 4.652$ ,  $Sig = .016$ .

Table 4.37 *Class wise comparison of agreeableness*

Class	N	Mean	SD	SEM	T	p-value
9 <sup>th</sup>	16	2.65	0.36	0.09	.817	.075
10 <sup>th</sup>	1136	2.54	0.48	0.01		

The results in Table demonstrate that there is no significant difference between the mean score of 9<sup>th</sup> class ( $M = 2.65$ ,  $SD = .36$ ) and 10<sup>th</sup> class ( $M = 2.54$ ,  $SD = .48$ ) respondents. The p-value is higher than .05 which recognizes that the difference is not significant and both class have almost same views regarding agreeableness  $t(1150) = .817$ ,  $Sig = .075$ .

Table 4.38 *Class wise comparison of extroversion*

Class	N	Mean	SD	SEM	T	p-value
9 <sup>th</sup>	16	2.63	0.56	0.14	-3.115	.336
10 <sup>th</sup>	1136	3.11	0.61	0.01		

Table illustrates the mean score of 9<sup>th</sup> class ( $M = 2.63$ ,  $SD = .56$ ) and 10<sup>th</sup> class ( $M = 3.11$ ,  $SD = .61$ ) respondents has a significant difference. The p-value is higher than .05 that

identifies that the difference is significant and both classes have no similar opinions about extroversion  $t(1150) = -.3.115$   $Sig = .336$ .

Table 4.39 *Class wise comparison of neuroticism*

Class	N	Mean	SD	SEM	T	p-value
9 <sup>th</sup>	16	2.70	0.69	0.17	-1.626	.178
10 <sup>th</sup>	1136	2.91	0.52	0.01		

Table exhibits the mean score of 9<sup>th</sup>class ( $M = 2.70$ ,  $SD = .69$ ) and 10<sup>th</sup>class ( $M = 2.91$ ,  $SD = .52$ ) respondents has a significant difference. The p-value is higher than .05 that provides the difference is significant and both classes have no similar opinions about Neuroticism  $t(1150) = -1.626$   $Sig = .178$ .

Table 4.40 *Class wise comparison of openness*

Class	N	Mean	SD	SEM	T	p-value
9 <sup>th</sup>	16	2.73	0.64	0.16	-1.325	.312
10 <sup>th</sup>	1136	2.97	0.72	0.02		

Table depicts the mean score of 9<sup>th</sup>class ( $M = 2.73$ ,  $SD = .64$ ) and 10<sup>th</sup> ( $M = 2.97$ ,  $SD = .72$ ) respondents has a significant difference. The p-value is higher than .05 that recognizes the difference is significant and both classes have different visions about openness  $t(1150) = -1.325$   $Sig = .312$ .

Table 4.41 *Class wise comparison of conscientiousness*

Class	N	Mean	SD	SEM	T	p-value
9 <sup>th</sup>	16	2.83	0.93	0.23	-1.812	.018
10 <sup>th</sup>	1136	3.14	0.68	0.02		

Table discovers the mean score of 9<sup>th</sup>class ( $M = 2.83$ ,  $SD = .93$ ) and 10<sup>th</sup>class ( $M = 3.14$ ,  $SD = .68$ ) respondents has a significant difference. The p-value is higher than .05 that recognizes the difference is not significant and both classes have equivalent opinions concerning conscientiousness  $t(1150) = -1.812$   $Sig = .018$ .

Table 4.42 *Class wise comparison of emotional stability*

Class	N	Mean	SD	SEM	T	p-value
9 <sup>th</sup>	16	2.72	0.68	0.17	.339	.211
10 <sup>th</sup>	1136	2.68	0.51	0.01		

Table indicates the mean score of 9<sup>th</sup>class ( $M = 2.72$ ,  $SD = .68$ ) and 10<sup>th</sup>class ( $M = 2.68$ ,  $SD = .51$ ) respondents have a significant difference. The p-value is higher than .05 which distinguishes the difference is significant and both classes have dissimilar visions concerning emotional stability  $t(1150) = .339$  Sig = .211.

Table 4.43 *Class wise comparison of introversion*

Class	N	Mean	SD	SEM	T	p-value
9 <sup>th</sup>	16	2.81	0.87	0.21	2.146	.753
10 <sup>th</sup>	1136	2.38	0.78	0.02		

Table confirms the mean score of 9<sup>th</sup>class ( $M = 2.81$ ,  $SD = .87$ ) and 10<sup>th</sup>class ( $M = 2.38$ ,  $SD = .78$ ) respondents has a significant difference. The p-value is higher than .05 that recognizes the difference is significant and both classes have different opinions about introversion  $t(1150) = 2.146$  Sig = .753.

Table 4.44 *One way ANOVA on effect of subject on agreeableness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	2.53	8	.316	1.338	.220
Within Groups	270.287	1143	.236		
Total	272.81	1151			

Table shows the effect of subject on agreeableness that is not expressively dissimilar  $F(8, 1143) = 1.338$ ,  $p < .220$ ) by subjects amongst teachers. Degree of freedom is between 8 and 1143, and sig value revealed no variances within groups and between groups.

Table 4.45 *One way ANOVA on effect of subject on extroversion*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	12.538	8	1.567		
Within Groups	424.572	1143	.371	4.219	.000
Total	437.110	1151			

Table depicts the effect of subject on teachers' extroversion that is significantly different  $F(8, 1143) = 4.219, p < 0.00$  with subjects amongst teachers. Degree of freedom is between 8 and 1143, and sig value pointed towards strong variances within groups and between groups.

Table 4.46 *One way ANOVA on effect of subject on neuroticism*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	2.310	8	.289		
Within Groups	318.377	1143	.279	1.037	.406
Total	320.687	1151			

Table indicates the effect of subject on neuroticism that has no significance different  $F(8, 1143) = 1.037, p < .406$  with subjects amongst teachers. Degree of freedom is between 8 and 1143, and sig value pointed towards no variances within groups and between groups.

Table 4.47 *One way ANOVA on effect of subject on openness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	11.536	8	1.442		
Within Groups	592.853	1143	.519	2.780	.005
Total	604.389	1151			

Table reveals the effect of subject on teachers' openness that is significantly different  $F(8, 1143) = 2.780, p < .005$  with subjects amongst teachers. Degree of freedom is between 8 and 1143, and sig value pointed towards strong variances within groups and between groups.

Table 4.48 *One way ANOVA on effect of subject on conscientiousness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	8.003	8			
Within Groups	537.333	1143	1.000		
Total	545.336	1151	.470	2.128	.031

Table illustrates the effect of subject on conscientiousness that is significantly dissimilar  $F(8, 1143) = 2.128, p < .031$  with subjects amongst teachers. Degree of freedom is between 8 and 1143, and sig value pointed towards strong variances within groups and between groups.

Table 4.49 *One way ANOVA on effect of subject on emotional stability*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	4.659	8	.582		
Within Groups	305.267	1143	.267	2.180	.027
Total	309.926	1151			

Table demonstrates the effect of subjects on emotional stability that is not significantly different  $F(8, 1143) = 2.180, p < .027$  with subjects amongst teacher. Degree of freedom is between 8 and 1143, and sig value pointed towards no variances within groups and between groups.

Table 4.50 *One way ANOVA on effect of subject on introversion*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	3.538	8	.442		
Within Groups	707.390	1143	.619	.715	.679
Total	710.928	1151			

Table shows the effect of subjects on introversion that has no significance difference  $F(8,1143) = .715, p < .679$  with subjects amongst teachers. Degree of freedom is between 8 and 1143, and sig value pointed towards no variances within groups and between groups.

Table 4.51 *One way ANOVA on effect of subject on overall personality*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.704	8	.213		
Within Groups	86.548	1143	.076	2.813	.004
Total	88.252	1151			

Table explores the effect of subject on teachers 'overall personality that has significance difference  $F(8, 1143) = 2.813, p < .004$ ) amongst teachers. Degree of freedom is between 8 and 1143, and sig value pointed towards strong variances within groups and between groups.

Table 4.52 *One way ANOVA on effect of job status on agreeableness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	.186	4	.047		
Within Groups	116.254	571	.204	.229	.922
Total	116.440	575			

Table demonstrates the effect of teacher's personality with job status of agreeableness that has no significance difference  $F(4, 571) = .229, p < .922$ ) with job status amongst teachers. Degree of freedom is between 4 and 571, and sig value pointed towards no variances within groups and between groups.

Table 4.53 *One way ANOVA on effect of job status on extroversion*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	.908	4	.227		
Within Groups	205.385	571	.360	.631	.640
Total	206.293	575			

Table discovers the effect of teacher's personality with job status of extroversion that has no significance difference  $F(4, 571) = .631, p < .640$ ) with job status amongst teachers. Degree of freedom is between 4 and 571, and sig value pointed towards no variances within groups and between groups

Table 4.54 *One way ANOVA on effect of job status on neuroticism*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	3.639	4	.910		
Within Groups	169.294	571	.296	3.069	.016
Total	172.934	575			

Table reveals the effect of teacher's personality with job status of neuroticism that has a significance difference  $F(4, 571) = 3.069, p < .016$  with job status amongst teachers. Degree of freedom is between 4 and 571, and sig value pointed towards strong variances within groups and between groups.

Table 4.55 *One way ANOVA on effect of job status on openness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	2.117	4	.529		
Within Groups	237.882	571	.417	1.270	.281
Total	239.998	575			

Table shows the effect of teacher's personality with job status on openness that has no significance difference  $F(4, 571) = 1.270, p < .281$  with job status amongst teachers. Degree of freedom is between 4 and 571, and sig value pointed towards no variances within groups and between groups.

Table 4.56 *One way ANOVA on effect of job status of conscientiousness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.752	4	.438		
Within Groups	277.857	571	.487	.900	.463
Total	279.609	575			

Table illustrates the effect of teacher's personality with job status of conscientiousness that is not significantly different  $F(4, 571) = .900, p < .463$  with job status amongst teachers. Degree of freedom is between 4 and 571, and sig value pointed towards no variances within groups and between groups.

Table 4.57 *One way ANOVA on effect of job status of emotional stability*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	.278	4	.070		
Within Groups	188.561	571	.330	.211	.933
Total	188.840	575			

Table explores the effect of teacher's personality with job status of emotional stability that has no significance difference  $F(4, 571) = .211, p < .933$  with job status amongst teachers. Degree of freedom is between 4 and 571, while sig value pointed towards no variances within groups and between groups.

Table 4.58 *One way ANOVA on effect of job status of introversion*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	2.121	4	.530		
Within Groups	320.989	571	.562	.943	.438
Total	323.110	575			

Table determines the effect of teacher's personality with job status of introversion that has no significance difference  $F(4, 571) = .493, p < .438$  with job status amongst teachers. Degree of freedom is between 4 and 571, whereas sig value pointed towards no variances within groups and between groups.

Table 4.59 *One way ANOVA on effect of job status on overall personality*

ANOVA	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	.458	4	.115		
Within Groups	48.121	571	.084	1.360	.247
Total	48.579	575			

Table discovers the effect of teacher's personality with job status of overall personality of teachers that has no significance difference  $F(4, 571) = 1.360, p < .247$  with job status amongst teachers. Degree of freedom is between 4 and 571, however, sig value pointed towards no variances within groups and between groups.

Table 4.60 *One way ANOVA Effect of job experience on agreeableness*



ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	2.161	6	.360		
Within Groups	270.657	1145	.236	1.524	.167
Total	272.818	1151			

Table reveals the effect of teacher's job experiences on agreeableness has no significance difference  $F(4, 571) = 1.524, p < .167$  with job status amongst teachers. Degree of freedom is between 4 and 571, while sig value pointed towards no variances within groups and between groups.

Table 4.61 *One way ANOVA effect of job experience on extroversion*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	16.091	6	2.682		
Within Groups	421.019	1145	.368	7.293	.000
Total	437.110	1151			

Table exposes the effect of teacher's job experiences on extroversion that has significance difference  $F(4, 571) = 7.293, p < .000$  with job status amongst teachers. Degree of freedom is between 4 and 571, therefore, sig value pointed has strong variances within groups and between groups.

Table 4.62 *One way ANOVA effect of job experience on neuroticism*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.205	6	.201		
Within Groups	319.482	1145	.279	.720	.634
Total	320.687				

Table exposes the effect of teacher's job experiences on neuroticism that has no significance difference  $F(4, 571) = .720, p < .634$  with job status amongst teachers. Degree of freedom is between 4 and 571, hence, sig value pointed towards no variances within groups and between groups.

Table 4.63 *One way ANOVA effect of job experience on openness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.794	6	.299		
Within Groups	602.595	1145	.526	.568	.756
Total	604.389	1151			

Table reveals the effect of teacher's job experiences on openness that has no significance difference  $F(4, 571) = .568, p < .756$  with job status amongst teachers. Degree of freedom is between 4 and 571, while sig value pointed towards no variances within groups and between groups.

Table 4.64 *One way ANOVA effect of job experience on conscientiousness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	8.544	6	1.424		
Within Groups	536.792	1145	.469	3.037	.006
Total	545.336				

Table shows the influence of teacher's job experiences on conscientiousness. The conscientiousness personality of teachers is not significantly different  $F(4, 571) = 3.037, p < .006$  with job status among teachers. Degree of freedom is between 4 and 571, so, sig value pointed towards no variances within groups and between groups.

Table 4.65 *One way ANOVA effect of job experience on emotional stability*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	2.424	6	.404		
Within Groups	307.502	1145	.269	1.504	.173
Total	309.926				

Table discovers the impact of teacher's job experiences on emotional stability. The emotional stability of teachers has no significant difference  $F(4, 571) = 1.504, p < .173$  with job status amongst teachers. Degree of freedom is between 4 and 571, whereas sig value pointed towards no variances within groups and between groups.

Table 4.66 *One way ANOVA Effect of job experience on introversion*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	7.681	6	1.280		
Within Groups	703.247	1145	.614	2.084	.052
Total	710.928	1151			

Table exposes the consequence of teacher's job experiences on introversion. The introversion personality of teachers has no significance difference  $F(4, 571) = 2.084, p < .052$  with job status within teachers. Degree of freedom is between 4 and 571, but sig value pointed towards no variances within groups and between groups.

Table 4.67 *One way ANOVA effect on overall job experience*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.103	6	.184		
Within Groups	87.148	1145	.076	2.416	.025
Total	88.252	1151			

Table represents the effect of teacher's job experiences on overall personality that has significance difference  $F(4, 571) = 2.146, p < .025$  with job status amongst teachers. Degree of freedom is between 4 and 571, however, strong value pointed towards variances within groups and between groups.

Table 4.68 *One way ANOVA effect of academic qualification of teachers on agreeableness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.245	5	.249		
Within Groups	271.573	1146	.237	1.051	.386
Total	272.818	1151			

Table describes the effect of teacher's academic qualification on agreeableness. The academic qualification of teachers agreeableness has no significance difference  $F(4, 571) = 1.051, p < .386$  with job status amongst teachers. Degree of freedom is between 4 and 571, therefore, sig value pointed towards no variances within groups and between groups.

Table 4.69 *One way ANOVA effect of academic qualification of teachers on extroversion*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	4.951	5	.990		
Within Groups	432.159	1146	.337	2.626	.023
Total	437.110	1151			

Table exposes the effect of teacher's academic qualification on extroversion. The academic qualification of teachers extroversion is significantly different  $F(4, 571) = 2.626$ ,  $p < .023$ ) with job status amongst teachers. Degree of freedom is between 4 and 571, while sig value pointed strong variances within groups and between groups.

Table 4.70 *One way ANOVA Effect of academic qualification of teachers on neuroticism*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	2.671	5	.534		
Within Groups	318.016	1146	.278	1.925	.088
Total	320.687	1151			

Table discloses the effect of teacher's academic qualification on neuroticism. The academic qualification of teachers on neuroticism has no significance difference  $F(4, 571) = 1.925$ ,  $p < .088$ ) with job status among teachers. Degree of freedom is between 4 and 571, so, sig value pointed towards no variances within groups and between groups.

Table 4.71 *One Way ANOVA Effect of academic qualification of teachers on openness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.176	5	.235		
Within Groups	603.213	1146	.526	.447	.816
Total	604.389	1151			

Table exposes the effect of teacher's academic qualification on openness. The academic qualification of teachers on openness is not significantly different  $F(4, 571) = .447$ ,  $p < .816$ ) with job status amongst teachers. Degree of freedom is between 4 and 571, and sig value pointed towards no variances within groups and between groups.

Table 4.72 *One Way ANOVA effect of academic qualification of teachers on conscientiousness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	7.076	5	1.415		
Within Groups	538.260	1146	.470	3.013	.010
Total	545.336	1151			

Table shows the effect of teacher's academic qualification of conscientiousness. The academic qualification of teachers on conscientiousness has significance difference  $F(4, 571) = 3.013, p < .010$  with job status amongst teachers. Degree of freedom is between 4 and 571, whereas sig value pointed has strong variances within groups and between groups.

Table 4.73 *One way ANOVA effect of academic qualification of teachers on emotional stability*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	2.500	5	.500		
Within Groups	307.426	1146	.268	1.864	.098
Total	309.926	1151			

Table depicts the effect of teacher's academic qualification of emotional stability. The of academic qualification of teachers on emotional stability has no significance difference  $F(4, 571) = 1.864, p < .098$  with job status amongst teachers. Degree of freedom is between 4 and 571, but sig value pointed towards no variances within groups and between groups.

Table 4.74 *One way ANOVA effect of academic qualification of teachers on introversion*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	3.428	5	.686		
Within Groups	707.500	1146	.617	1.111	.353
Total	710.928	1151			

Table portrays the effect of teacher's academic qualification of introversion. The academic qualification of teachers on introversion has no significance difference  $F(4, 571) = 1.111, p < .353$  with job status amongst teachers. Degree of freedom is between 4 and 571, thus, sig value pointed towards no variances within groups and between groups.

Table 4.75 *One Way ANOVA effect of academic qualification of teachers on overall*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.020	5	.204	2.679	.020
Within Groups	87.232	1146	.076		
Total	88.252	1151			

Table reveals the effect of teacher's academic qualification of overall personality. The overall personality of teachers is significantly different  $F(4, 571) = 2.679, p < .020$  with job status amongst teachers. Degree of freedom is between 4 and 571, while sig value pointed towards strong variances within groups and between groups.

Table 4.76 *One way ANOVA effect of professional qualification of teachers on agreeableness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.649	6	.275	1.160	.325
Within Groups	271.170	1145	.237		
Total	272.818	1152			

Table shows the impacts of teacher's professional qualification on agreeableness. The professional qualification of teachers on agreeableness has no significance difference  $F(4, 571) = 1.160, p < .325$  with job status among teachers. Degree of freedom is between 4 and 571, but sig value pointed towards no variances within groups and between groups.

Table 4.77 *One way ANOVA effect of professional qualification of teachers on extroversion*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	8.771	6	1.462	3.907	.001
Within Groups	428.340	1145	.374		
Total	437.110	1151			

Table reveals the effect of teacher's professional qualification on extroversion. The professional qualification of teachers on extroversion is significantly different  $F(4, 571) = 3.907, p < .001$  with job status amongst teachers. Degree of freedom is between 4 and 571, whereas sig value pointed towards strong variances within groups and between groups.

Table 4.78 *One way ANOVA effect of professional qualification of teachers on neuroticism*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.599	6	.267		
Within Groups	319.088	1145	.279	.956	.454
Total	320.687	1151			

Table depicts the effect of teacher's professional qualification on neuroticism. The professional qualification of teachers of neuroticism is not significantly different  $F(4, 571) = 956, p < .454$  with job status amongst teachers. Degree of freedom is between 4 and 571, so sig value pointed towards no variances within groups and between groups.

Table 4.79 *One Way ANOVA effect of professional qualification of teachers on openness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	2.128	6	.355		
Within Groups	602.261	1145	.526	.674	.671
Total	604.389	1151			

Table exposes the effect of teacher's professional qualification on openness. The professional qualification of teachers on openness not significantly different  $F(4, 571) = 674, p < .671$  with job status amongst teachers. Degree of freedom is between 4 and 571 while sig value pointed towards no variances within groups and between groups.

Table 4.80 *One way ANOVA effect of professional qualification of teachers on conscientiousness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	6.363	6	1.061		
Within Groups	538.97	1145	.471	2.253	.036
Total	545.336	1151			

Table reveals the effect of teacher's professional qualification on conscientiousness. The professional qualification of teachers on a conscientiousness has no significance difference  $F(4, 571) = 2.253, p < .036$  with job status among teachers. Degree of freedom is between 4 and 571, however, sig value pointed towards no variances within groups and between groups.

Table 4.81 *One Way ANOVA effect of professional qualification of teachers on emotional stability*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.892	6	.315		
Within Groups	308.034	1145	.269	1.172	.319
Total	309.926	1151			

Table exposes the effect of teacher's professional qualification on emotional stability. The professional qualification of teachers on emotional stability has no significance difference  $F(4, 571) = 1.172, p < .319$  with job status among teachers. Degree of freedom is between 4 and 571 but sig value pointed towards no variances within groups and between groups.

Table 4.82 *One Way ANOVA effect of professional qualification of teachers on introversion*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	6.980	6	1.163		
Within Groups	703.948	1145	.615	1.892	.079
Total	710.928	1151			

Table show the effect of teacher's professional qualification on introversion. The introversion personality of teachers has no expressively difference  $F(4, 571) = 1.892, p < .079$  with job status within teachers. Degree of freedom is between 4 and 571 whereas sig value pointed towards no variances within groups and between groups.

Table 4.83 *One Way ANOVA effect of professional qualification of teachers on overall personality*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.046	6	.174		
Within Groups	87.206	1145	.076	2.289	.033
Total	88.252	1151			

Table reveals the impact of teacher's professional qualification on overall personality. The overall personality of teachers is significantly different  $F(4, 571) = 2.289, p < .033$  with job status within teachers. Degree of freedom is between 4 and 571 while sig value pointed towards strong variances within groups and between groups.



## 4.2 Demographic Characteristics of Students' Questionnaire

Table 4.84 *Demographic characteristics and item analysis of students' questionnaire (n = 2104)*

Demographical Variables		Frequency	Percentage
Gender	Boys	1037	49.3
	Girls	1067	50.7
Class	9 <sup>th</sup>	161	7.7%
	10 <sup>th</sup>	1943	92.3%
Institutions	Government	1052	50.0
	Private	1052	50.0
Subjects	English	340	16.2%
	Urdu	253	12.0%
	Islamiyat/pak study	183	8.7%
	Math	450	21.4%
	Physics	286	13.6%
	Biology	262	12.5%
	Chemistry	269	12.8%
	Computer	61	2.9%

Table draws a picture of the outcomes about gender that 49.3% respondents are boys and 50.7% respondent are girls out of the total sample of 2104 students. A picture of the results of the students 'class that 7.7% informants are 9<sup>th</sup> class students and 92.3% informants are 10<sup>th</sup> class students out of the total sample of 2104 students. Nature of institutions that 50% are including government school and 50% are private school out of the total sample of 2104 schools. Different subjects of student were participated 16.2% of English while, 12% Urdu whereas, 8.7% were Islamiyah/Pak-studies, 21.4% Maths, 13.6% Physics, 12.5% Biology, 12.8% Chemistry and 2.9% Computer subjects students out of the total sample of 2104 students.

#### 4.2.1 Students Factors Analysis

Table 4.85 *Students' opinion about teacher personality on agreeableness*

Q #	Statement	Loadings	Agree	%	Disagree	%
2	Teacher is unfriendly person.	0.453	1257	59.8	847	40.3
7	Teacher accepts his/her faults	0.649	1218	57.9	886	42.1
22	Teacher is kind to everyone	0.367	1045	49.6	1059	50.3
29	Teacher starts quarreling with his colleagues	0.477	1244	59.2	860	40.9
33	Teacher is unselfish with students.	0.579	1173	55.8	931	44.2
36	Teacher trusts on his /her students	0.464	1179	56	925	43.9
41	Teacher forgives students mistakes	0.473	1210	57.5	894	42.5
44	Teacher behaves rudely with students	0.324	1073	52	1031	49
45	Teacher is cooperative with students	0.308	1113	52.9	991	47.1
Variance Explained 11.62%			Cronbach's Alpha 0.713			

Exploratory factor analysis (EFA) with Principal Axis Factoring (PAF) followed by Varimax rotation was conducted for students' questionnaires to extract the uncorrelated items of research instrument (Table). The results of EFA demonstrate that the first factor agreeableness have eigen-value higher than one and accounted for 11.62% common variance. It includes 09 items (2, 7, 22, 29, 33, 36, 41, 44, and 45) and the Cronbach's alpha reliability of this factor was 0.713. Moreover the frequency analysis of this factor revealed that 59.8% students agree that teacher is unfriendly person, 57.9% students say that teacher accept his/her faults, 49.6% students viewed that teacher is kind to everyone, 59.2% students believed that teacher starts quarreling with his colleagues, 55.8% students argued that teacher is unselfish with students, 56% students depicted that teacher trusts on his /her students, 57.5% students responded that teacher forgives students mistakes, 52% students revealed that teacher behaves rudely with students and 52.9% students said that teacher is cooperative with students.

Table 4.86 *Student's opinion about teacher personality on extroversion*

Q #	Statement	Loadings	Agree	%	Disagree	%
3	Teacher is a talkative person	0.525	1226	58.3	878	41.7
8	Teacher is a reserved person by nature	0.501	1203	57.2	901	42.8
12	Teacher is assertive by nature.	0.358	1303	61.9	801	38.1
27	Teacher is an enthusiastic person	0.480	1305	62.1	799	38
34	Teacher is an energetic person	0.495	1228	58.3	876	41.7
42	By nature teacher is a social person	0.350	1250	59.4	854	40.5
43	Teacher is a quiet person	0.468	1345	63.9	759	36.1
Variance Explained 7.53				Cronbach's Alpha 0.782		

The result of EFA explores that the second factor extroversion have accounted for 7.53% common variance (Table 4. 86). It comprises 07 items (3, 8, 12,27,34,42 and 43) and that Cronbach's alpha reliability of this factor was 0.782. Furthermore, the frequency analysis of this factor exposed that 58.3% students agree that teacher is a talkative person, while 57.2% students opined that teacher is reserved by nature, 61.9% students says that teacher is assertive by nature, 62.1% students viewed that teacher is an enthusiastic person, 58.3% students argued that teacher is an energetic person, 59.4% students believed that teacher is a social person, 63.9% students depicted that teacher is a quite person.

Table 4.87 *Students opinion about teacher personality on neuroticism*

Q #	Statement	Loadings	Agree	%	Disagree	%
10	Teacher become nervous easily	0.308	1067	50.7	1037	49.3
14	Teacher is an anxious person by nature	0.463	978	46.4	1126	53.6
16	Teacher Remains calm in problematic situation	0.417	992	47.1	1112	52.8
17	Variation in task could not upset teacher.	0.617	1315	62.5	789	37.5
18	Teacher usually do work according to their mood	0.418	1032	49	1072	51.7
19	Sometime teacher feel fears a lot.	0.358	1036	62.1	798	37.9
20	Teacher handles the stress in relax mood	0.509	1027	48.8	1077	51.1
21	Teacher is depressive by nature	0.527	1317	62.6	787	37.4
39	Teacher have stability in emotions	0.300	1074	51.1	1030	49
Variance Explained 6.75				Cronbach's Alpha 0.755		

The result of EFA reveals that the third factor neuroticism has accounted for 6.75% common variance (Tabl). It comprises 09items (10, 14, 16, 17, 18,19,20,21 and 39) and that Cronbach's alpha reliability of this factor was 0.755. Moreover the frequency analysis of this factor showing that 50.7% students says that teacher become nervous easily, whereas 46.4% students opined that teacher is an anxious person, 47.1% students accept that teacher remains

calm in problematic situation, 62.5% students viewed that variation of task could not upset the teacher, 49% students agreed that teacher works according to their mood, 62.1% students believe that teacher feels fearful a lot, 48.8% students depicted that teacher handles the stress in a relax mood, 62.6% students described that teacher is depressive by nature, 51.1% students argued that teachers have stability in emotions.

Table 4.88 *Students opinion about teacher personality traits on openness*

Q #	Statement	Loadings	Agree	%	Disagree	%
1	Teacher prefers to do work in daily routine	0.402	1294	61.5	810	38.5
4	Teacher teach the students in innovative ways	0.564	1397	66.4	707	42.6
5	Teacher has artistic interests	0.366	1080	51.3	1024	48.7
6	Teacher is curious to learn new things	0.502	1416	67.3	688	32.7
23	Teacher has originality in teaching	0.396	1347	64.1	757	36
35	Teacher is an active imaginative person	0.425	1407	35.9	697	33.1
Variance Explained 4.23%			Cronbach's Alpha 0.706			

The result of EFA determined that the fourth factor openness have accounted for 4.23% common variance (Table). It includes 06 items (1, 4, 5, 6, 23 and 35) and that Cronbach's alpha reliability of this factor was 0.706. Moreover the frequency analysis of this factor indicates that 61.5% students agree that teachers prefer to do their work in daily routine, 66.4% students accept that teachers teach the students in an innovative way, 51.3% students opine that teacher has artistic interest, 67.3% students view that teacher is curious to learn new things, 64.1% students say that teacher has originality in teaching, 35.9% students believed that teacher is an active imaginative person.

Table 4.89 *Students opinion about teacher personality traits on conscientiousness*

Q #	Statement	Loadings	Variance Explained	Reliability	A	%	DA	%
25	Teacher is a reliable person	0.346	2.36	0.374	1333	63.4	771	36.6
38	Teacher pays attention to his/her job	0.509			1372	65.2	732	34.8
40	Teacher teach with efficiently	0.300			1317	62.6	787	37.4
Variance Explained 2.36				Cronbach's Alpha 0.774				

The result of EFA discover that the fifth factor conscientiousness have accounted for 2.36% common variance (Table). It consists of 03 items (25, 38, and 40) and that Cronbach's alpha reliability of this factor was 0.774. The frequency analysis of this factor revealed that 63.4% students say that teacher is a reliable person, 65.2% students opine that teacher pay attention to his/her job, 62.6% students view that teacher teaches efficiently.

Table 4.90 *Gender-wise contrast of agreeableness*

Gender	N	Mean	SD	SEM	t	p-value
Boys	1037	2.57	0.54	0.01	0.340	0.734
Girls	1067	2.57	0.63	0.01		

The results in Table shows the mean score of boys ( $M = 2.57$ ,  $SD = .54$ ) and girls ( $M = 2.57$ ,  $SD = .63$ ) respondents has no major difference. The p-value is higher than .05 that identifies the difference is not important and both genders have identical visions concerning agreeableness  $t(2102) = .340$ ,  $p = 0.734$ .

Table 4.91 *Gender-wise contrast of extroversion*

Gender	N	Mean	SD	SEM	t	p-value
Boy	1037	2.66	0.58	0.01	-3.072	0.002
Girl	1067	2.75	0.66	0.02		

The results in Table shows the mean score of boys ( $M = 2.66$ ,  $SD = .58$ ) and girls ( $M = 2.75$ ,  $SD = .66$ ) respondents has a major difference. The p-value is smaller than .05 that identifies the difference is significant because both genders have diverse opinions about extroversion  $t(2102) = -3.072$ ,  $Sig = .002$ .

Table 4.92 *Gender-wise contrast of neuroticism*

Gender	N	Mean	SD	SEM	t	p-value
Boy	1037	2.57	0.40	0.01	0.315	.753
Girl	1067	2.57	0.39	0.01		

The results in Table indicates the mean score of boys ( $M = 2.57$ ,  $SD = .40$ ) and girls ( $M = 2.57$ ,  $SD = .39$ ) respondents has no major difference. The p-value is higher than .05 that provides the difference is not significant due to genders have equivalent responses relating Neuroticism  $t(2102) = .315$ ,  $Sig = .753$ .

Table 4.93 *Gender-wise comparison of openness*

Gender	N	Mean	SD	SEM	t	p-value
Boy	1037	2.68	0.52	0.01	-6.889	.000
Girl	1067	2.83	0.47	0.01		

The results in Table demonstrates the mean score of boys ( $M = 2.68$ ,  $SD = .52$ ) and girls ( $M = 2.83$ ,  $SD = .47$ ) respondents has a major difference. The p-value is smaller than .05, therefore, the difference is significant and both genders have unlike ideas about openness  $t(2102) = -6.889$ ,  $Sig = .000$ .

Table 4.94 *Gender wise comparison of conscientiousness*

Gender	N	Mean	SD	SEM	t	p-value
Boy	1037	2.75	0.70	0.02	-4.246	.000
Girl	1067	2.85	0.69	0.02		

The results in Table illustrates the mean score of boys ( $M = 2.75$ ,  $SD = .70$ ) and girls ( $M = 2.85$ ,  $SD = .69$ ) respondents has a major difference. The p-value is smaller than .05 so, the difference is significant and both genders have distinct opinions relating conscientiousness  $t(2102) = -4.246$ ,  $Sig = .000$ .

Table 4.95 *Institutions wise comparison of agreeableness*

Nature of institutions	N	Mean	SD	SEM	t	p-value
Government	1052	2.72	0.50	.015	12.25	.000
Private	1052	2.42	0.63	.019		

The results in Table displays the mean score of Government institutions ( $M = 2.72$ ,  $SD = .50$ ) and private institutions ( $M = 2.42$ ,  $SD = .63$ ) respondents has a major difference. The p-value is lower than .05, therefore, the difference is significant and both genders have alike interpretations concerning agreeableness  $t(2102) = 12.25$ ,  $Sig = .000$ .

Table 4.96 *Institutions -wise comparison of extroversion*

Nature of institutions	N	Mean	SD	SEM	t	p-value
Government	1052	2.79	0.50	.015	6.205	.000
Private	1052	2.62	0.72	.022		

The results in Table indicates a significant difference between the mean score of Government ( $M = 2.79$ ,  $SD = .50$ ) and private ( $M = 2.62$ ,  $SD = .72$ ) respondents. The p-value is smaller than .05 so, the difference is significant because both institutions have diverse opinions concerning extroversion  $t(2102) = -6.205$ ,  $Sig = .000$ .

Table 4.97 *Institutions-wise comparison of neuroticism*

Nature of institutions	N	Mean	SD	SEM	t	p-value
Government	1052	2.68	0.43	.013	13.048	.000
Private	1052	2.46	0.33	.010		

The results in Table exhibits the mean score of Government institutions ( $M = 2.68$ ,  $SD = .43$ ) and private institutions ( $M = 2.46$ ,  $SD = .33$ ) respondents has a major difference. The p-value is lower than .05 that's why the difference is significant because both institutions have different visions about Neuroticism  $t(2102) = 13.048$ ,  $Sig = .000$ .

Table 4.98 *Institutions -wise comparison of openness*

Nature of institutions	N	Mean	SD	SEM	t	p-value
Government	1052	2.75	0.50	.015	-.718	.473
Private	1052	2.76	0.50	.015		

The results in Table demonstrates the mean score of Government institutions ( $M = 2.75$ ,  $SD = .50$ ) and private institutions ( $M = 2.76$ ,  $SD = .50$ ) respondents has significantly different. The p-value is smaller than .05 so, the difference is significant and both institutions have diverse opinions concerning openness  $t(2102) = -.718$ ,  $Sig = .473$ .

Table 4.99 *Institutions -wise comparison of conscientiousness*

Nature of institutions	N	Mean	SD	SEM	T	p-value
Government	1052	2.75	0.64	.019	-2.361	.018
Private	1052	2.82	0.75	.023		

The results in Table indicates the mean score of Government institutions ( $M = 2.75$ ,  $SD = .64$ ) and private institutions ( $M = 2.82$ ,  $SD = .75$ ) respondents has a significant difference. The p-value is smaller than .05 that's why the difference is significant because both institutions have different views regarding conscientiousness  $t(2102) = -2.361$ ,  $Sig = .018$ .

Table 4.100 *Class wise comparison of agreeableness*

Class	N	Mean	SD	SEM	T	p-value
9 <sup>th</sup>	161	2.82	0.45	.035	5.679	.000
10 <sup>th</sup>	1943	2.55	0.59	.013		

The results in Table proves the mean score of 9<sup>th</sup> Class ( $M = 2.82$ ,  $SD = .45$ ) and 10<sup>th</sup> Class ( $M = 2.55$ ,  $SD = .59$ ) respondents has a major difference. The p-value is smaller than .05 and the difference is significant because both classes have distinct opinions concerning agreeableness  $t(2102) = 5.679$ ,  $Sig = .000$ .

Table 4.101 *Class wise comparison of extroversion*

Class	N	Mean	SD	SEM	t	p-value
9 <sup>th</sup>	161	2.82	0.47	.037	2.394	.000
10 <sup>th</sup>	1943	2.69	0.63	.014		

The results in Table determines the mean score of 9<sup>th</sup> class ( $M = 2.82$ ,  $SD = .47$ ) and 10<sup>th</sup> class ( $M = 2.69$ ,  $SD = .63$ ) respondents has a significant difference. The p-value is smaller than .05, so, the difference is significant and both classes have dissimilar ideas about extroversion  $t(2102) = 2.394$ ,  $Sig = .000$ .



Table 4.102 *Class wise comparison of neuroticism*

Class	N	Mean	SD	SEM	t	p-value
9 <sup>th</sup>	161	2.70	0.44	.034	4.446	.560
10 <sup>th</sup>	1943	2.56	0.39	.008		

The results in Table reveals the mean score of 9<sup>th</sup> class ( $M = 2.70$ ,  $SD = .44$ ) and 10<sup>th</sup> class ( $M = 2.56$ ,  $SD = .39$ ) respondents has a major difference. The p-value is higher than .05 the difference is significant because both classes have equal responses about neuroticism  $t(2102) = -4.446$ ,  $Sig = .560$ .

Table 4.103 *Class wise comparison of openness*

Class	N	Mean	SD	SEM	t	p-value
9 <sup>th</sup>	161	2.77	0.44	.035	.270	.001
10 <sup>th</sup>	1943	2.75	0.51	.011		

The results in Table illustrates the mean score of 9<sup>th</sup> class ( $M = 2.77$ ,  $SD = .44$ ) and 10<sup>th</sup> class ( $M = 2.75$ ,  $SD = .51$ ) respondents has a major difference. The p-value is smaller than .05, therefore, the difference is significant and both classes have diverse opinions concerning openness  $t(2102) = -270$ ,  $Sig = .001$ .

Table 4.104 *Class wise comparison of conscientiousness*

Class	N	Mean	SD	SEM	t	p-value
9 <sup>th</sup>	161	2.79	0.57	.045	.039	.969
10 <sup>th</sup>	1943	2.79	0.71	.016		

The results in Table depict the mean score of 9<sup>th</sup> class ( $M = 2.79$ ,  $SD = .57$ ) and 10<sup>th</sup> class ( $M = 2.79$ ,  $SD = .71$ ) respondents has no major difference. The p-value is higher than .05 and the difference is not significant because both classes have usually similar opinions about openness  $t(2102) = -.039$ ,  $Sig = .969$ .

Table 4.105 *One way ANOVA effect of subject on agreeableness*

ANOVA	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	.699	7	.100		
Within Groups	734.40	2096	.350	.285	.960
Total	735.10	2103			

Table shows the impact of ANOVA on agreeableness that is not significantly different  $F(7, 2096) = .285, p < .960$  amongst students. Degree of freedom is between 7 and 2096, while sig value pointed towards no variances within groups and between groups.

Table 4.106 *One way ANOVA effect of subject on extroversion*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.331	7	.190		
Within Groups	825.22	2096	.394	.483	.848
Total	826.55	2103			

Table demonstrates the effect of ANOVA on extraversion that is not significantly different  $F(7, 2096) = .483, p < .848$  with ANOVA amongst students. Degree of freedom is between 7 and 2096, and sig value pointed towards no variances within groups and between groups.

Table 4.107 *One way ANOVA effect of subject on neuroticism*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.703	7	.243		
Within Groups	337.454	2096	.161	1.511	.159
Total	339.157				

Table illustrates the effect of ANOVA on neuroticism that has no significance difference  $F(7, 2096) = 1.511, p < .159$  with ANOVA amongst students. Degree of freedom is between 7 and 2096, while sig value pointed towards no variances within groups and between groups.

Table 4.108 *One way ANOVA Effect of subject on openness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	1.682	7	.240		
Within Groups	537.227	2096	.256	.937	.476
Total	538.908				

Table indicates effect of ANOVA on openness that has no significance difference  $F(7, 2096) = .937, p < .476$  with ANOVA within students. Degree of freedom is between 7 and 2096, and sig value pointed towards no variances within groups and between groups.

Table 4.109 *One way ANOVA on effect of subject on conscientiousness*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	8.087	7	1.155		
Within Groups	1030.119	2096	0.491	2.351	.022
Total	1038.207	2103			

Table reveals the effect of subject on conscientiousness of students that has a significance difference  $F(7, 2096) = 2.351, p < 0.022$  with ANOVA amongst students. Degree of freedom is between 7 and 2096, whereas sig value pointed towards strong variances within groups and between groups.

Table 4.110 *One way ANOVA on effect of overall personality*

ANOVA	Sum of Squares	df	Mean Square	F	p-value
Between Groups	.582	7	.083		
Within Groups	180.952	2096	.086	.964	.456
Total	181.534				

Table show the effect of ANOVA on overall personality that has no significance difference  $F(7, 2096) = .964, p < .456$  with ANOVA amongst students. Degree of freedom is between 7 and 2096, therefore, sig value pointed towards no variances within groups and between groups.

#### 4.2.2 Linear Regression Student Data

Table 4.111 *Simple linear regression of teachers' personality and marks in BISE exam (students' performance)*

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

Table present 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 this suggest a linear relationship among the variables of the study. The values of independent variable ( $\beta = 11.911$ ) in coefficient table represent the extent to which the independent variable contributes to the value of dependent variable. It demonstrate that one unit increase in teachers' personality will cause 11.91% increase in students' performance.

Table 4.112 *Multiple regression analysis of teachers' personality and marks in BISE exam (students' performance)*

DV	IV	B	T	F	R <sup>2</sup>	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 shows the results of multiple regression analysis. It was used to evaluate the effect of components of teachers' personality on students' marks in BISE exam (students' performance). The goodness of fit indices value (.007) showed that only .7% variance in dependent variable is explained 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 significant positive effect ( $\beta = .066$ ,  $t =$

2.751,  $p < .01$ ) on the students' performance. It is evident that one unit increase in the openness will cause a 6.6 increase in the students' scores.

Table 4.113 *Simple linear regression of teachers' personality and marks in subject (students' performance)*

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

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

Table 4.114 *The Pearson correlation matrix of students*

	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

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Table shows the correlation between agreeableness, Extroversion, Neuroticism, Openness, Conscientiousness, Overall Personality, Marks BISE Exam, Marks in Subject, and Marks in Test. The table illustrates that there is a weak inverse correlation between extroversion and agreeableness ( $r = -.312$ ,  $p < .01$ ). The association between neuroticism as well as agreeableness ( $r = .425$ ,  $p < .01$ ) is moderate positive and neuroticism and extroversion

is very weak positive ( $r = .082, p < .01$ ). Openness has inverse weak correlation with agreeableness ( $r = -.094, p < .01$ ), 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 4.115 *The Pearson correlation matrix of teachers*

	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**	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Table shows the correlation between agreeableness, extroversion, neuroticism, openness, conscientiousness, emotional stability, introversion, overall personality. There is a weak inverse correlation between 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 weak correlation with agreeableness ( $r = -.516, p < .01$ ), weak correlation with extroversion and very weak association with neuroticism. Conscientiousness has a weak correlation with extraversion 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 ( $r = .104, p < .01$ ).

### 4.3 Analysis of Qualitative Data

The qualitative data enables the researcher to collect the facts and details about the situation and collect authentic experiences about the participants (Creswell, 2012). Fraenkal (2007) states that qualitative data continually focuses on smaller numbers of human beings than quantitative data, but at the stage of analysis, qualitative research elaborates rich

description about the results. Qualitative researchers develop physical involvements with research participants during data collection and seek to build relationship with the individuals in the study. Qualitative researchers develop physical involvements with research participants throughout collecting data and also pursue to form relationship with the entities in research. Qualitative research includes several types of unstructured or semi-structured interviews, observations, documentation, and visual materials, as well as establishing the procedure for recording information.

Patoon (1990) explains that qualitative methods include three kinds of data collection, i.e. in-depth open-ended interviews, direct observation, and written documents. Data collection through in-depth open-ended interviews focuses to select people with their capabilities, views, moods, and knowledge. The data collection through observation emphasizes observing human experiences in the form of detailed description of people's activities, actions, and interpersonal interaction.

Simply, it can be defined that qualitative research is used to narrate the individual's life stories. Marshall and Rossman (1999) illustrate that qualitative investigation provides chances to conduct tentative and descriptive research. In the present research, the researcher used individual qualitative data analysis.

#### **4.4 Results of Interviews from Head of the School**

##### **1. *What is your opinion regarding your colleagues with respect to appreciating fellow members ideas?***

The first question asked from both male and female head of the institutions about their teachers was that how much they respect ideas about their colleagues. One rural male head teacher described that "the teacher respect other fellow member ideas to some extent." The respondent further says that those teachers who had studied in the regular education system and especially lived the hostel life were more mature and had positive attitudes towards their colleagues. They respect the ideas of their colleagues. They do not negate other member ideas. Moreover, the urban female head teacher replied with the same opinion there must be a positive response for the appreciation of fellow member ideas for the welfare of the school and students. For this appreciation, I have provided all the resources for the completion of ideas "as much as I can do." While one urban male head teacher opines that most teachers

agreed but some-times disagreed with their colleague's ideas. Whilst one rural female head teacher has given the same opinion that teacher appreciate the positive aspects of their colleague's ideas. Whereas one urban female head teacher agreed that most of the teachers respect and appreciating other member ideas. Another urban male head teacher views those appraising ideas of their colleagues. They work more happily and give better results. While one rural female head teacher disagreed with this statement and say their colleagues do not appreciate the ideas because of their jealousy. Same views are given by another rural male head teacher that most teachers' showing democratic behaviors with their colleagues. In above discussion regarding respect to the ideas of colleague's.

Many head teachers replied that they have democratic environment in their schools. Whereas another contradicts view such that and say teacher do not appreciate their fellow's idea due to their personal biasness.

**2. *Are your teachers energetic and enthusiastic towards students' learning? If yes, how and if not why?***

Both male and female head teacher reported same views that teacher is energetic and enthusiastic towards students learning. One rural male head teacher replied that those teachers who have completed their education from the regular system are more energetic and enthusiastic rather than those who completing their education from Allama Iqbal Open University or distance learning programs or had private education. Those regular teachers who face difficulties during their job and do not get any regard. They are less motivated and energetic. Another urban female head teacher agreed that "yes some teachers are energetic and enthusiastic by giving them new ideas regarding their subjects and also sharing the latest information about it". Likewise, one urban male head teacher views that mostly our younger teachers are energetic and enthusiastic towards student's learning. They adopt various strategies to control the classroom and deliver lectures in a good way. Moreover, aged teachers demonstrate their experience in the traditional way. While one rural female head teacher disagreed with this statement that teachers were not energetic and motivated towards their students learning. Their concern is only with students results. On other hands, urban female head teachers agree that teachers are energetic towards their students learning because they are very sincere with this profession. They have a dedicated, enthusiastic, creative and well-disciplined person in them. While some are reinforced with their needs for relaxation



while they are tired, overworked according to their abilities and age factors. While one urban male head teacher gives the same opinion that only newly appointed teachers are qualified and skilled with awareness of new technologies and teaching pedagogies. Whilst one rural female head teacher replied some teachers are only energetic due to the result penalties from the department. Another male rural head teacher opines that newly recruited teachers are energetic and enthusiastic towards their students learning. Because of their competency, qualification, skills and well equipped with new technologies new teachers are more energetic than the old teachers who have lowest qualification and are less energetic.

It means age factor is most important young and fresh teachers are more energetic and enthusiastic toward their students' learning. They have new ideas and knowledge about their teaching profession. They are aware of new technologies and use them in teaching and create novelty in their teaching.

**3. *Does teachers' sociability have the impact on students' achievement? If yes how and if not why?***

Many head teachers describe in detailed that teacher sociability has an impact on student achievement positively. One rural male head teacher strongly accepts that "yes "it is absolutely right that teacher sociability has an impact on student's achievement. If teacher is a socially integrate person, he has contacts with society about social, political, cultural and rituals matters, discuss as these issues with colleagues and members of society. Across the year his/ her experience and exposure will be able to absolutely talk with other peoples. If a teacher is not a social person he will conservative and reserved in their thinking and exposure. Lack of knowledge and narrow-minded he/she with always be living disappointment and talk on assumption not positive or confident person.

Another urban female head teacher has given same views "yes teacher sociability has the great impact on student's achievement." Because by this trait students can ask and share their ideas with teachers. Similarly, one urban male head teacher replies that "yes" teacher sociability is very important to make effective communication between students and teacher. Wrong communication has negative impact on student's achievements. While one rural female head teacher agreed that teacher sociability has an impact on student's achievements because a teacher is a role model and students like to copy him." Another urban female head

teacher agreed that these students have excellent achievements whose teachers are more social because they included their social exposure in their teaching-learning process. One urban male head teacher accepts that teacher sociability has an impact on student's achievements. If a teacher has broad-minded and have clear vision, he/she integrates new ideas in the current scenario. If a teacher is no social person he has negative effect he/she isolates himself and has not up-to-date knowledge. One rural female head teacher disagree that teacher sociability relate to students achievement. Whereas one rural male head teacher views that teacher sociability helps to change the attitude and behavior of students in a positive way. Student's competency enhances through teacher sociability.

It is concluded that teacher sociability is an important factor and has impact on student's achievement. If teachers are sociable, they increase their vision, knowledge, experience and use better communication skills to share their ideas.

#### **4. *What is the reaction of your teachers when you give them suggestions?***

In this statement respondent reported their responses. One rural male head teacher suggested two categorize A and B category. I have felt that category A means those teachers who have regular education in formal education institutions rather than any distance programs. They are very much open minded. They respect suggestion and listen carefully and then try to do the need the betterment of the school. Category B includes those teachers who are not good or are bad at their job. Same views were expressed by one urban female head teacher who said that all teachers listen to me attentively and act upon my suggestion and also give impressive suggestion to me. One urban male head teacher replies that they have always positive attitudes about my suggestion. Another rural female head teacher replies that eighty percent teachers have positively accepted her suggestion. Whilst, one female urban head teacher views that most of the teachers do not like the suggestion because of their old routines and they try to change the suggestion given by her. One urban male head teacher views that majority teachers respect the suggestion and try to act upon them given by me. One rural female head teacher replies teachers followed suggestions given by her. One rural male head teacher views that mostly teacher accept and implement the suggestion on the issue and try to resolve the problems immediately.

**5. *What is your opinion regarding teachers' cooperation in the academic affairs of your institution?***

In this statement the perception both male and female respondents was explored about teachers' cooperation in students' academic affairs. One rural male head teacher categorized their opinion into two sections A and B. Category A is those teachers who are educated through regular education system, they work positively. They teach well and focus on the managerial issues and resolve them rather than teachers of category B who have complete their education through distance learning or online courses and are less cooperative. One female urban head teacher replies teachers are cooperating in academic affairs only due to strict supervision. On the other hand, one urban male head teacher said that teacher is cooperative in academic affairs. Whilst one rural female head teacher views that majority teacher's cooperation is limited just to students' results. Similarly, one urban female head teacher views that majority teacher are always cooperative but some do not due to lack of time management of they are a little bit confused. The urban male head teacher replied teacher cooperation is an integral part of institutions. Most teachers are cooperative but some have negative ideas for teaching-learning process, sometimes create the disturbance in school. One rural female head teacher opines that "yes, all academic achievement are due to teacher's cooperation". One rural male head teacher views that their teachers always cooperate in all academic affairs she resolve any type of them with the help of teacher cooperation. In above discussion, it is concluded that teacher's work only in strict discipline and they are just focused on students' academic result.

**6. *What is your opinion regarding teachers' attention and vigilance toward their academic work?***

In this significant segment, the sample of the study indicates teacher attention and vigilance towards their academic work. One rural male head teacher replies that "all are not good and all are not bad towards their job." Category "A" teachers work positively. They teach well, resolved the managerial issues, and focused very much on their work and come on the school regularly. They are strictly vigilant and perform better in their academic work. Those who are not good, take less interest in all academic matters, especially when they are not given any reward or appreciation for their performance.

One female urban head teacher indicates that teachers show the interest and attention towards their academic work. Another male head teacher has given the same opinion “yes, of course, teachers’ attention increases towards their students’ academic grades”. Most of the teacher like their activities and perform them with responsibilities. Similarly, one urban male head teacher opines that teachers are vigilant about their academic work. They complete their syllabus within time and prepare the students to appear in their exams. One rural female head teacher claims that majority of teachers’ attention is limited only to students’ academic results. One urban female head teacher agreed that mostly teacher are interested but some teach just out fear of the bad result. One rural female head teacher replies her control and command is a sparkling plug of teachers’ attention and vigilance towards their academic work. One rural male head teacher views that teacher’s attention and vigilance is only due to strict administration. It is determined that strict administration is needed because teacher only performs better in academic affairs when they are under strict supervision.

**7. *Do you think that your teachers’ work in innovative? If yes how and if not why?***

Many head teacher generally reported on the issue of teachers are innovative or not. One rural male head teacher opines that those teachers who are recently recruited and are highly qualified. They are well equipped with the latest technology. They have internet and other online resources. They always try to work with new ideas. Those teachers who are regular in a job and have many years’ experience are less innovative. While one urban female head teacher opines about innovative work. She said that “NO” majority of the teachers are limited to the textbook. They strictly restricted the old theories of learning. Whilst, one urban male head teacher agrees that teachers are innovative. They teach the students through different teaching pedagogies. Whereas one rural female head teacher disagreed that majority teacher does not work innovative way.

Another urban female head teacher replied that newly appointed teachers are most innovative, but many old teachers teach the students’ in a traditional way of teaching. They take innovation as wastage of time and useless. They prefer their old teaching method. One urban male head teacher agreed that her teachers’ work in an innovative way. They used different teaching tool for making effective teaching-learning. They use the visual material. While one rural females head teacher replies that most of the teachers follow the same routine

as “memorization”. One rural male head teacher views that if head teachers themselves participate with teachers towards students’ academic achievement then teachers perform better.

It is determined that those teachers who have high academic qualification like M.Phil. are well-equipped with new technologies. They use these technologies and adopt the various teaching method in classroom to make their teaching in innovative way. Whereas, less qualifies teachers focus on text book and theories alone.

**8. *What are the major qualities needed to become a successful school teacher?***

Many head teachers elaborate significantly that teachers’ punctuality is the most important factor to make them successful teachers. One male rural head teacher recommended that government should change the recruitment process. The post should be announced on open merit and enrolled the competent teachers through higher criteria. He further mentions that they should train the trainees through elementary colleges with new teaching pedagogy. Another urban female head teacher listed something that teacher should be well dressed, kind-hearted and soft-spoken person. A teacher being a great observer should approach students’ mental level. A teacher must use all of his/her effort to build the future of their students and according to their great personality must attract the students towards their learning. While one urban male head teacher said that teaching method should be adopted according to mental level of students. Because some students are a slow learner and some are more competent. So need to understand the mental level of the student is a factor if you wanted to be the best and successful teachers. Whereas one rural female head teacher has given the same opinion regarding qualities of a successful teacher. Their qualification, grip on the subject. Punctuality and understanding of student’s psychology are some of the qualities of a good teacher. On urban female head replies that teacher is a spiritual parent. He/she give the lesson for the best way of living in life and make their career in future. She describes that teachers’ personality has both negative and positive effect on the student. Teacher talking style should be soft and mature. They should be sincere with their profession, hardworking, innovative adopting new ideas and honest with their job and work. They show loving attitudes with students. But sometimes punishment is necessary when students do not take interest in studies. While one rural female head teacher suggested qualities to make a successful teacher. Their

communication should be skills equipped with new pedagogical skills and they must have command on the subject they teach. Whilst one urban male head teacher views that technology has a great change in our daily life. He revealed that Libraries, science lab, computer labs, Internet facilities provide the teachers' and students an opportunity to up to date their knowledge and create interest in teaching and learning process. One rural female head teacher replies clear objectives of the lesson makes a teacher successful. Good classroom management skills and communication with parents and students, knowledge about the subject matter, full of passion, trusting relationships with students are also the qualities of a successful teacher. Another rural female head teacher said that "kind natured, teaching method should be the easy way and also nice personality is a quality of a successful teacher." One rural male head teacher views that good command of knowledge, sincere, polite, affection with students, responsible, forgiving nature are the qualities of a successful teacher.

It is concluded that teacher punctuality, sympathy, personality and expertise in subject is the main characteristic of a successful teacher.

#### **9. *How can we improve a teachers' personality to become a good teacher?***

Many head teachers agreed that teacher personality influence on the higher grade of students. One rural male head teacher suggested that all traits making a good personality of a teacher. A teacher is the leader of the society He/she must take good health hygiene's. Their regularity, neat and clean dress, well informed pedagogical skills make him a good teacher. Another urban female head teacher suggested some characteristics to become a good teacher. Teacher personality could be improved by seminars and teacher training programs. The government should facilitate the teachers. Another urban male head teacher revealed that "Build Positive relation among students and have impact on student's achievement and make hard work to achieve the higher grades". One rural female head teacher described some personal and professional qualities. Personal qualities include honesty with and responsibility with the profession. Professional qualities include competency, communication and up to date knowledge are needed to become a good teacher.

One urban female head teacher suggests that a way of improving the teacher personality is to conduct the academic workshops, give the moral lectures on the regular basis during services. One urban male head teacher agreed that teacher personality has the direct

impact on student's achievement as well as their personal satisfaction and character building among students. Teachers play an important role in their student's success if the teacher is hardworking they make their students hard work. One rural female head teacher opines that teacher is the key to the success of students especially making their career and personality building. They should teach the students according to their mental level. She recommended govt must give excellent salary to the students and should not keep them in fear of increment stopping. One rural male head teacher said that teacher is a role model for students, because students follow and pick many things and attitudes from the teacher rather than their parents. He/she can develop the ethical values among students. He suggested that/she should have neat and a clean dressing. Maintain weekly test for student evaluation, good relation with students and parents' held regular parent-teacher meeting and reach the school within time.

It is determined that teacher has a central part in teaching. It is needed for him to build a positive relationship within students, have regular need based training for professional development to grow his personality.

#### **4.4.1 Participants Views regarding Teachers' Personality**

At the end of the interviews, participants were asked to suggest some recommendations to improve teacher personality. Various respondents give different views in this regard. The steps suggested by the head teacher are summarized as under:

1. A teacher should be punctual and regular with their teaching profession to make the students punctual and regular for future to achieving students' academic success.
2. A teacher should be hard working, motivated and have ability to create a peaceful learning environment in the classroom which would build positive attitudes among students in their learning success.
3. A teacher should understand the psychology of learner to select the appropriate teaching method. Learning should move from easy to complex ideas.
4. The government should improve the recruitment policy and selection should be based on merit criteria. Government should organize the academic workshop and seminars on a variety of topics for teachers on regular basis to help them improve their performance in their job.
5. A teacher should behave friendly as the teacher is a role model for student.

## 4.5 Observation

An observation check list was also developed for collecting, and analyzing data. The researcher observed eight school teachers by convenient sampling. The observation of the study was focused on first three main objectives which were to explore the personality traits of secondary school teacher on these items which are kindness, energetic person, enthusiastic, expressive, talkative person, friendly, rude behavior, cooperative, careless, disorganize, efficient, unfocused, anxious, calm person, active person, moody person, aesthetic experience, artistic mind and innovative. Four variables, never, seldom occasionally, and frequently were used to as the qualitative degrees to show the power of the existences of the impact of personality traits of a secondary school teacher on students achievements in Punjab. Researcher observed each of the situations regarding teacher personality and behavior in the classroom. The environment of a classroom was observed also. The researcher observed teachers' behavior with students within the classroom.

### a). Kindness

It was assumed by the researcher that teacher behaves with students kindly. Researcher personally observes that the teacher behavior with students in the classroom. Sometimes teacher never shows kind attitude with students in the classroom, while more than two times seems to behave kindly with students whereas one time occasionally and also sometimes frequently showed kind attitude with students in the classroom. The result shows in Table.4.3 Item No.1 that teacher perspectives 81.6 percent agreed that they were kind with students. However, the responses received from student's questionnaire in Table. 4.85 item No 22 that 59.2% students opine that teacher behaves with kind attitude. Here the assumption proves that teacher almost shows the kind attitude towards students.

### b). Energetic Person

The researcher also observed the behavior of the teacher in the classroom whether the teacher is energetic or not. Researcher observed that most of the time teacher looked an energetic person in the classroom. However, one time seems less energetic; moreover, more than three times show occasionally energetic person. Similarly, the result obtains from the student's questionnaire prove the observation by the researcher in Table 4.86 item number 34



shows that 58.3 percent students opine that teachers' are energetic person during their teaching.

**c). Enthusiastic**

It was assumed by the researcher that teachers are an enthusiastic person or not. The researcher saw they were always enthusiastic in the classroom. One time teachers looks enthusiastic while researcher mostly saw enthusiasm and researcher sometimes observed frequent display of enthusiasm in the classroom. The results obtained from the student's questionnaire in Table 4.86 item number 27 are also near to supporting the assumption by the researcher that 62 percent students viewed that teacher is enthusiastic person. Furthermore, in Table 4.6 Item No 5 indicate that 79.4 percent teacher said that they have the quality of enthusiasm.

**d). Talkative Person**

It is supposed by the researcher whether the teacher is a talkative person or not. The result indicates that most of the time teacher was a talkative person with students in the classroom, however, one-time was a frequently talkative person while sometimes were occasionally talkative but little researcher saw the teacher a little bit talkative person with students in the classroom. In the table, No 4.2 item No 10 determine that 39.6 percent teacher agreed that they are a talkative person. While the result obtains from the students questionnaire nearly support the assumption by the researcher in Table 4.86 item No 3 indicate that 58.3 percent students opine that teacher are a talkative person.

**e). Friendly**

Researcher one time observed teacher did not show friendly attitude with students in the classroom, while another time shows friendly nature. However, three times he was behaving friendly with students in the classroom. However, the contradiction is here in Table 4.85 item NO 2 student's questionnaire result 59.8 percent students said that teacher is not an unfriendly person. Furthermore, on the table, No 4.2 Item No15 indicate that 40 percent teacher opine they unfriendly with students.

**f). Rude Behavior**

Researcher observed thrice that teacher behave rudely with students in the classroom, while three-time witnessed good behavior behave and one time observed teacher showed rude behavior with students in the classroom. Almost the same result support the researcher assumption in Table 4.85 Item No 44 demonstrate students perceptions 52 percent said that teacher behave rudely with students. But the opposite opinion in Table 4.4 Item No16 indicates that 74.4 percent teacher say they never behave rudely with students.

**g). Cooperative**

It is proved that one time researcher observed teacher never cooperating with students in the classroom, however, one time teacher looked cooperative. Furthermore, three-time researcher saw teacher cooperating with students and two-time showing cooperative attitude with students in the classroom. The data obtained from student's questionnaire in Table 4.85 Item No 45 indicate that 59.2 percent students viewed that teacher are a cooperative person with students. Furthermore, on the table, No 4.2 Item No17 indicate that 60 percent teacher agreed that they are always cooperative with students.it means the result revealed that same opinion and prove the assumption by the researcher.

**h). Careless**

Most of the time teachers observed to see them never displayed careless behavior with students in the classroom, but researcher one time saw careless attitude whereas one time, he was occasionally careless with students in the classroom. Besides the same views in the table, No 4.2 Item No19 indicates that 66.7 percent teacher said they never show the careless attitudes among students. It means teacher behave attitudes with students.

**i). Efficient**

The researcher one time saw teachers never efficient in the classroom, however, one time saw efficient whereas three-time seems efficient and one-time showing efficiency with students in the classroom. Besides in Table 4.89 Item, No 40 illustrate that 62.6 percent students said that teacher teach the students with efficiently. Similarly, in Table 4.5 Item No 24 indicate that 69 percent teacher opine that teacher teach with efficiently. Similarly, the observation gives almost same results about teacher efficiency during lecture.

**j). Unfocused**

It was supposed by the researcher that a teacher is an unfocused person. Four times saw the researcher teachers never unfocused in the classroom, while two times seems unfocused whereas one time witnessed an unfocused person with students in the classroom. Likewise, the data received from teacher questionnaire support the researcher assumption. Teacher informants are in the favor of the statement in Table 4.2 Item No 26 shows 52.2 percent teacher viewed that they are unfocused person. it is said that teacher shows unfocused person.

**k). Anxious**

Three times researcher witnessed teacher never behaving as an anxious person in the classroom, whereas three times showing anxiety while one time researcher observes their anxiousness whereas she saw the slightly anxious in the classroom. Moreover, on the table, No 4.87 Item No14 indicates that 46.4 percent students viewed that teacher is an anxious person. Furthermore, in Table 4.8 Item No 29 indicate that 40 percent teacher opine that they are anxious person. it means the result proves the assumption by the researcher that teacher show most of the time teacher show the anxious personality.

**l). Calm Person**

Researcher observed twice that teachers were never a calm person with students in the classroom, while two times they looked calm persons, however, three times seems like a calm person and more than three times they looked clear persons with students in the classroom. The data support the assumption by the researcher from student's questionnaire in Table 4.87 Item No 16 determines that 47 percent students agreed that a teacher is a calm person. Similarly, the same opinions in Table 4.7 Item No 34 indicate that 75.3 percent teachers agreed that they are calm persons even in intense situation.

**m). Active Person**

It is witnessed that four times never saw a teacher as an active person in the classroom. However, one time saw him active while two times never an active person with students in the classroom. Similarly, almost the same views were collected from student's questionnaire in

Table 4.88 item No 35 shows that 35.9 percent students opine that teacher are an active person.

**n). Moody Person**

The researcher observed one fourth time teachers never looked moody persons with students in the classroom, but two times researcher saw moody person whereas two times they seemed occasionally moody and one time looked him moody person with students in the classroom. Furthermore in Table 4.3 Item, No 33 indicates opposite views that 76.8 percent teachers agreed that they work according to their moods. In a table, NO 4.87 item NO.18 students opine that 49 teachers do work according to their moods. It means the result prove that most of the time teachers work according to their mood.

**o). Aesthetic Experience**

It was assumed by the researcher that teacher has the aesthetic experiences. The researcher saw two times teacher never show the aesthetic experiences in the classroom, while one time he was seldom aesthetic whereas three times they were occasionally aesthetic experiences and slightly show the aesthetic mind in the classroom. But here the contradiction is shown in Table 4.6 Item No 40 that indicates a different opinion that 75.7 percent teacher views they have an aesthetic sense.

**p). Innovative**

One fourth time teachers observed teacher never indicates innovativeness in the classroom; while more than third time they showed seldom innovative but little bit were occasionally and sometimes saw frequently innovative in the classroom. On the other hand, the data received from the student's questionnaire in Table 4.88 item No 4 demonstrates that 66.4 percent students said that teacher is an innovative person during lecture. Furthermore, in Table 4.5 Item No 35 indicate that 76.6 percent teacher agreed that they do things in an innovative way. it proves same views that teacher does things in an innovative way.

**4.5.1 Analysis of Data Collected through Observation**

The researcher also observed the behavior of teachers with their students within the classroom. It was observed that a teacher most of the time behaves kindly with the students in the classroom. Most of the time they are energetic in the classroom. They frequently showed

enthusiasm in the classroom. Majority of teachers are not talkative in the classroom. Similarly, majority of teachers do not show the friendly attitudes with students in their classroom especially in rural areas. It is observed that teacher behavior is mostly rude to students. Most of the time teacher shows the cooperative attitude with students. The researcher also observed that teacher always showed careless attitudes to complete their task. But majority of teachers teach with competency and efficiency. While researcher observed them that they are unfocused persons. However, researcher saw that teacher is shown as an anxious person. Whilst most of the times teacher seems as calm personality. Here the results indicate that teacher looks never an active person in the classroom. The majority of teacher seems to complete their work according to their mood. Most of the time teacher never shows aesthetic sense. On the other hand, the researcher observes that teacher using innovative styles during their lecture.

## **CHAPTER 5**

### **SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

Any nation only grows when its individuals grow. But now a day, it is difficult without the quality of education at secondary level, because the success and failure of the young people depend on their secondary school education. This level of education has a significant impact on personality formation of students. It is also considered of immense importance for learning of an individual. Today, in Pakistan the quality of education is on decline day by day especially the quality of secondary education. It has been facing vicious criticism and alarming situation.

That is why the present study is aimed at identifying the impact of teacher's personality traits on pupils' educational performance at secondary phase. In above discussion, it is stressed that secondary education needs special attention of the high ups. It must fulfill the market demand and produce a better dedicated citizen of the society, and developed labor force for the country. It is only possible by providing a better quality of education at secondary level which helps to achieve goal. On the basis of this current scenario, factors affecting students' learning and their achievement were formed and discussed. In order to investigate whether teacher personality traits have impact on student's achievements, the relationship between the different component of teacher personality traits and students achievements were measured.

This chapter consists of the summary, findings, conclusion, and recommendations. It is based entirely on available results about data analysis in the previous chapter. They have an impact factors such as agreeableness, extroversion, neuroticism, introversion, emotional stability, conscientiousness, openness and overall performance about both Govt and Private institutions' tutors of secondary level that has been analyzed in previous chapter. After labeling the investigation and explanation of data, results provide an appropriate description about the summary, finding, discussion, and further suggestions for the research.

## 5.1 Summary

This study is based on mixed method approach. For the purpose of this research all the students at secondary level, as well as teachers including Headmasters and Headmistress both Govt and private institutions of Grade 10 were chosen as the population of current reform search. Different random sample procedure was used to appeal the accurate illustrative sample from populace. Twelve regions such as Bahawalpur, Lodhran, Vahari, Attock, Chakwal, Toba Take Singh, Gujarat, Jhang, Sargodha, Rajan pur, Muzafar Garh, D.G Khan Tehsils of Punjab were selected for representative sampling. Different sampling techniques were used to take out a factual sample from accessible population.

Two separate questionnaires were required for the collection of data for the current research. One for tutors and the other for pupils were used in the investigation as a research instrument. The survey for tutors and pupils was adapted on the basis of personality observe scales. The researcher has modified the standardized personality questionnaire of John and Srivastava Big Five Inventory (1999). It was premeditated for the purpose of analysis of personality traits (extroversion, kindness, carefulness, neuroticism, and directness) of tutors at institution. This version of the tool has been already used in many studies to measure the personality traits of a person.

An interview protocol was once developed for the head teacher and observation checklist to analyze teachers' personality and behavior in the classroom. The research consisting of whole subjects' teacher who taught various subjects at secondary classes. All research instruments were validated through factor analysis and Pearson correlation coefficient. Reliability of tools used was determined via calculating Cronbach's Alpha value. Different statistical processes such as mean score, T-test and One-Way ANOVA were used for information calculation. Responses from the semi-structured interview and unstructured queries were used to analyze qualitative data. Both interview and observation were analyzed through the qualitative method of data analysis.

## 5.2 Findings

### 5.2.1 Findings of Teacher's Data

This section includes the finding which is derived out of facts through research questionnaire. The findings are based on different components that are related to aims of research which were to discover teachers' persona characters: determine the current level of students' achievement: see various aspects which have an impact on teachers' personality traits: identify the relationship between different components. Four research questions had been formulated to join the research objectives. Answers to these research questions were determined by findings of the current study.

1. Demographic evidence showed that secondary school teachers recorded an equal response rate of both gender i.e. 51% respondent are male's teachers and 49% respondent are females. Moreover, findings revealed that 48.6% of teachers belong to urban areas whereas 51.4% belongs to rural areas. The results display about teachers marital status. In overall 48.6% respondent are single while 51.4% respondent is married. The findings display about teachers job status 8.2% % are EST teachers, 35.4%% are SST, while 28.8%% are SS teachers.21.2% are SESE and 6.4%% are SSE teachers. The findings also demonstrate teachers' academic qualification. 5.6% have FA/F.Sc. whilst 17.2% have BA/B.Sc. and while 58.6% have MA/M.Sc. 14.4% have the M.Phil. Degree, 3% have the degree of doctorate and 1.3% has others degrees mentioned.
2. Moreover, the findings illustrate teacher professional qualification. 2.3% have PTC teachers whilst, 12.4% have CT; however, 19% have DM, whereas 47.4% have B. Ed, whilst 5% have BS. Ed while 11.8% have M. Ed degree, 2% have the diploma in MA Education. The findings revealed about teachers age 22.6% said that under 25years age whereas, 28.6% falls in 26-30year age group, 26.2 % are in 31-35 years age group, whereas .15.4% fall 36-40 years age group, while 4% said that they are in41-45 years age group, however, 2% have 46-50 years age group, and 1% falls in 50 plus age group. The finding shows about teachers 'teaching experience. 31.8% have experience between 1-5 years, 23.9% have between 6 to 10 years, 23.5 % have 11 to 15 years, 12.6% informers have 16 to 20 years and 3.4% have 21 to 25 years teaching



experience, and also 3.4% exposed have 26 to 30 year teaching experience, while 1.5% have more than 30 years teaching experience.

3. The findings revealed that more than one half of respondents report that they have quiet personality. More than one-third of the respondent agreed they are talkative persons. More than one-third respondent opines that they are not unfriendly with students. More than one half of the respondent show that they cooperate with students. Whereas, More than one-third respondent opines that they pay attention to their own job. While more than one-half respondents agreed that they become careless when doing anything.
4. One-half respondents agreed that they are the reliable persons. One half of the respondent's view that they habitually indulge into the task until it will complete. One-half of the respondents proved that they are unfocused persons. More than one-third respondent revealed that they do not feel fear. Moreover, the statistical findings occurred that the mean score of male ( $M = 2.57$ ,  $SD = .49$ ) and female ( $M = 2.52$ ,  $SD = .47$ ) defendants has a major difference. The p-value displays smaller than .05 that show the variance is major because both genders have not similar ideas, t value (1150) = -1.500, Sig = .082. For instance, F value appears that there is no variance within groups and between groups.  $F(8, 1143) = 1.338$ ,  $p < .220$ ) with subjects about agreeableness personality traits of secondary school teacher.
5. The statistical findings of F value demonstrate that no variances within groups and between groups. F value shows  $(4, 571) = .229$ ,  $p < .922$ ) about job status among secondary school teachers. The F value revealed the effect regarding teacher's job experiences on agreeableness. F value  $(4, 571) = 1.524$ ,  $p < .167$ ) have no variances within groups and between groups with job experience among secondary school teachers. The F value pointed towards no variances within groups and between groups  $F(4, 571) = 1.051$ ,  $p < .386$ ) with the academic qualification. The F value appears there is no variance within groups and between groups with professional qualification among secondary school teachers. The F value  $(4, 571) = 1.160$ ,  $p < .325$ ).
6. Majority of the respondent's opinion is that they behave kindly with students. Most of the respondents indicate that they are assertive by nature. While many respondents agreed that they start quarrel with others. Whereas, the majority of the respondent revealed that they usually do work according to their mood. Most of the teachers show

that they are curious to learn new things. More than one half of the respondent accept that they handle the stress in a relax mood. The finding of the study indicate the mean score of male ( $M = 3.12$ ,  $SD = .61$ ) and female ( $M = 3.09$   $SD = .61$ ) defendants has no significant difference. The p-value is higher than .05 that identifies the difference is not significant as both genders have equal responses t value (1150) = .607 Sig = .651. The F value about extraversion is to reveal (8, 1143) = 4.219,  $p < 0.00$  with subjects points out solid alterations within and between groups.

7. The effect of teacher's personality about job status amongst secondary tutors is discovered by F value. The F value  $F(4, 571) = .631$ ,  $p < .640$ ) shows there is no alterations within and between groups. The F value exposed the effect of teacher's job experiences regarding extraversion. The  $F(4, 571) = 7.293$ ,  $p < .000$ ). Value reveals a robust changes within and between groups. The F value demonstrates that  $(4, 571) = 2.626$ ,  $p < .023$ ) with the academic qualification about extraversion amongst secondary school tutors has sturdy alterations within and between groups. The tutors' professional qualification teachers of extraversion is significantly different. The F value  $(4, 571) = 3.907$ ,  $p < .001$ ) indicates strong variances within groups and between groups.
8. Majority of defendants agreed that they behave sometimes rude to others. Many respondent views that they become lazy when performing the duty. Whereas more than one-third of the respondents show that they follow their plans from start to an end. Majority of the respondent reveal that they are depressive by nature. The findings of the study explore the mean score of male ( $M = 2.92$ ,  $SD = .53$ ) and female ( $M = 2.91$ ,  $SD = .52$ ) respondents has no important alteration. The p-value is higher than .05 that distinguishes difference has no momentous as both genders have identical thoughts about neuroticism t value (1150) = .294 Sig = .948.
9. It is found that the F value is to express no variances within groups and between groups F value (8, 1143) = 1.037,  $p < .406$ ) with subjects about neuroticism among secondary school teachers.
10. The F value  $(4, 571) = 3.069$ ,  $p < .016$ ) to explore job status amongst teachers reveal the effect of teacher's personality with job status of neuroticism pointed towards tough changes within and between groups. Statistical findings of F value  $F(4, 571) = .720$ , p

- $< .634$ ) shows that job experiences on neuroticism has no alterations within and between groups.
11. F value of teachers academic qualification on neuroticism ( $4, 571$ ) =  $1.925$ ,  $p < .088$ ) reveal that there is no alterations in and between groups. The findings of the study demonstrate regarding professional qualification of teachers of neuroticism is not significantly different. The  $F(4, 571) = 956$ ,  $p < .454$ ) value shows with professional qualification among secondary school teachers has no variances within groups and between groups.
  12. Respondent views that they trust on others. Whereas, majority of the teachers accept that they teach efficiently. While most of the teacher agreed that variation in task could not upset me. Many respondents say that they do things in an innovative way. The findings of the study illustrate about mean score of male ( $M = 2.97$ ,  $SD = .73$ ) and female ( $M = 2.97$ ,  $SD = .71$ ) defendants that have no major change. The p-value revealed higher than .05 that identifies the difference is not important because both genders have not different opinions concerning openness, t value ( $1150$ ) =  $.027$  Sig =  $.798$ . F value ( $8, 1143$ ) =  $2.780$ ,  $p < .005$ ) to expose strong variance within groups and between groups with subjects about openness among secondary school teachers.
  13. The statistical findings of F value teacher's personality with job status on openness. The F value ( $4, 571$ ) =  $1.270$ ,  $p < .281$ ) indicate has no variances within groups and between groups with job status among teachers. The findings of the study about teacher's job experiences about openness are not significantly different. The  $F(4, 571) = .568$ ,  $p < .756$ ) value pointed towards no variances within groups and between groups with job experience amongst secondary school teachers. The findings of the study revealed the effect of teacher's academic qualification concerning openness is not significantly different. The F value ( $4, 571$ ) =  $.447$ ,  $p < .816$ ) shows that teacher's academic qualification has no variances within groups and between groups among secondary school teachers.
  14. The findings discovered the effect of teacher's professional qualification about openness. The F value ( $4, 571$ ) =  $674$ ,  $p < .671$ ) has pointed towards no variances within groups and between groups with professional qualification among secondary school teachers.

15. Majority of the respondent show that they have the quality of enthusiasm. Most of the respondents indicate that they normally forgive others. Majority of the respondent reveal that they have an aesthetic experience. The findings reveal that male and female mean score has no major difference ( $M = 3.13$ ,  $SD = .68$ ) and ( $M = 3.15$ ,  $SD = .68$ ). The p-value higher than .05 that show no major difference as both genders give similar opinion t value (1150) = .617 Sig = .900. The F value indicates no variances within and between groups.  $F(8, 1143) = 2.128$ ,  $p < .031$ ) with subjects concerning conscientiousness among secondary school teachers.
16. The F value illustrates the effect of teacher's personality with the job status of conscientiousness. The value of  $F(4, 571) = .900$ ,  $p < .463$ ) shows there is no variances within and between groups. The statistical findings had shown the effect of teacher's job experiences on conscientiousness. F value (4, 571) = 3.037,  $p < .006$ ) points towards no variances within and between groups. F value revealed professional qualification of teachers on conscientiousness is not significantly different. The value of  $F(4, 571) = 2.253$ ,  $p < .036$ ) has pointed towards no variances within and between groups.
17. More than one-fourth of the respondent reveal that they feel hesitate to accept weak points. While Majority of the respondent view they pretend to be calm in tense situations. Mostly, defendants have opinion about desire to do effort in daily routine. No major difference is illustrated by findings between mean score of male ( $M = 2.69$ ,  $SD = .51$ ) and female ( $M = 2.67$ ,  $SD = .52$ ) defendants. The p-value is higher than .05 to recognize no major difference as both genders take nearly similar opinions t value shows that (1150) = .862 Sig = .884. The F value is to reveal that no variances exist within groups and between groups  $F(8, 1143) = 2.180$ ,  $p < .027$ ) with subjects emotional stability among secondary school teacher.
18. The findings explored the effect of teacher's personality with the job status of emotional stability. F value (4, 571) = .211,  $p < .933$ ) had shown no alterations within and between groups. F worth revealed the effect about teacher's job experiences on emotional stability. The  $F(4, 571) = 1.504$ ,  $p < .173$ ) has presented no variances within groups and between groups with job experiences among secondary school teachers

19. The findings indicate the effect of teacher's academic qualification of conscientiousness. The  $F(4, 571) = 3.013, p < .010$  value that indicates has strong variances within groups and between groups with academic qualification among secondary school teachers. The findings revealed the effect of teacher's professional qualification on emotional stability. The  $F(4, 571) = 1.172, p < .319$ . The value pointed towards no variances within groups and between groups with professional qualification among secondary school teachers.
20. Most of the respondent disagree that they do not become nervous easily. More than one-half of the respondent view they do not selfish. More than one-fourth of the respondent disagreed they are not anxious by nature. The findings demonstrate no major difference between mean score of male ( $M = 2.40, SD = .77$ ) and female ( $M = 2.38, SD = .79$ ) defendants. The p-value is higher than .05 that detects no major difference as both genders have equal notions about introversion  $t(1150) = .457$  Sig = .491.
21. The f value shows no variances exist within and between groups  $F(8, 1143) = .715, p < .679$  with subjects introversion among secondary school teachers. The statistical finding determined the effect of teacher's personality with the job status of introversion. The  $F(4, 571) = .493, p < .438$  value exposes there is no variances within and between groups with introversion among secondary school teachers
22. The findings exposed the effect of teacher's job experiences on introversion. The  $F(4, 571) = 2.084, p < .052$ . This shows no variances within groups and between groups with job experiences among secondary school teachers. The statistical findings reveal the effect of teacher's academic qualification an emotional stability. The  $F(4, 571) = 1.864, p < .098$  value pointed towards no variances within groups and between groups with academic qualification among secondary school teachers.
23. The result of the study demonstrates the effect of teacher's professional qualification on introversion. The  $F(4, 571) = 1.892, p < .079$  value shows no variances within groups and between groups with professional qualification among secondary school teachers
24. The impact of the subject about overall personality of teachers is explored by One-Way-ANOVA. The  $F(8, 1143) = 2.813, p < .004$ . Value has strong variances within groups and between groups among secondary school teachers. One way ANOVA

exposed the effect of teacher's personality with job status of overall personality of teachers. The overall personality of teachers is not significantly different. The F value  $(4, 571) = 1.360, p < .247$  indicate there is no variances within groups and between groups with job status among secondary school teachers.

25. One way ANOVA reveal the effect of teacher's job experiences on overall personality. The F  $(4, 571) = 2.146, p < .025$  value has strong variances within groups and between groups with job experiences among secondary school teachers. One way ANOVA has shown the effect of teacher's academic qualification of overall personality. The F  $(4, 571) = 2.679, p < .020$  value points towards strong variances within groups and between groups with job status among secondary school teachers. One way ANOVA explored the effect of teacher's professional qualification on overall personality. The F  $(4, 571) = 2.289, p < .033$ .value has strong variances within groups and between groups with job status among secondary school teachers.

### 5.2.2 Findings of Student's Data

1. The findings revealed about gender that 49.3% are male students whereas 50.7% are female students. The findings show about students 'class that 7.7% are 9th class students and 92.3% students respond from 10th class. The findings displayed about various subjects of student were included as a participant in this study 16.2% subject of English while, 12% Urdu subject whereas, 8.7% are Islamiyat/Pak studies students, 21.4% Maths, 13.6% Physics, 12.5% Biology, 12.8% Chemistry and 2.9% Computer subjects students are participant
2. More than one-half of the student's perspectives that teacher is an unfriendly person. More than one-half student's opinion is that teacher accepts his/her faults. More than one-half students disagree about the teacher is kind to everyone. More than one-half students indicate that teacher starts quarreling with his colleagues. More than one-half students view the teacher as unselfish with students. More than one-half student's perception about teacher is that he trusts on his /her students. More than one-half students agree that teacher forgives students mistakes. More than one-half students reveal that Teacher behaves rudely with students. More than one-half students demonstrate that the teacher is cooperative with students.

3. The findings show no major difference about mean score of boys ( $M = 2.57$ ,  $SD = .54$ ) and girls ( $M = 2.57$ ,  $SD = .63$ ) defendants. The p-value is higher than .05 which show no major difference as both genders have nearly equal opinions about agreeableness  $t(2102) = .340$ ,  $p = 0.734$ . The  $F(7, 2096) = .285$ ,  $p < .960$  value shows the effect of ANOVA with subjects agreeableness towards no variances within groups and between groups among secondary school students.
4. More than one-half participants view that the teacher is a talkative person. Whereas more than one-half respondent depict that teacher is a reserved person by nature. While more than one-half respondent agree that teacher is assertive by nature. More than one-half respondents indicate that teacher is an enthusiastic person. More than one-half respondents demonstrate that teacher is an energetic person. More than one half respondents view that a teacher is a social person. More than one half of the respondents agree that a teacher is a quiet person.
5. The findings reveal the mean score of boys ( $M = 2.66$ ,  $SD = .58$ ) and girls ( $M = 2.75$ ,  $SD = .66$ ) defendants has a significant difference. The p-value is smaller than .05 that finds the difference is significant because both genders have dissimilar perception about extraversion  $t(2102) = -3.072$ ,  $Sig = .002$ . The  $F$  value ( $7, 2096$ ) = .483,  $p < .848$ ). Value demonstrates there is no variances within and between groups with subjects among secondary school students.
6. More than one half respondent have perceptions that teachers become nervous easily. While more than one-half respondents disagree that a teacher is an anxious person by nature. More than one half respondents view that teacher remain calm in the problematic situation. More than one-half respondents reveal that variation in task could not upset my teacher. More than one half of respondents perceive that teacher usually do work according to their mood. More than one-half respondents show that sometimes teacher feels fears a lot. More than one-half respondent disagree that teachers handle the stress in relaxed mood. More than one-half respondents agree that teacher is depressive by nature. Whereas more than one-half respondents demonstrate that teacher have stability in emotions.
7. The results indicate the mean score of boys ( $M = 2.57$ ,  $SD = .40$ ) and girls ( $M = 2.57$ ,  $SD = .39$ ) respondents has a major difference. The p-value is higher than .05 that

distinguishes no important difference as both genders take nearly identical ideas concerning Neuroticism  $t(2102) = .315$ ,  $\text{Sig} = .753$ . The  $F(7, 2096) = 1.511$ ,  $p < .159$  value illustrates the effect of ANOVA on neuroticism. The value shows there are no variances within and between groups among secondary school students.

8. More than one half of respondents view that teacher prefers to do work in daily routine. More than one-half of respondents agree that teacher teaches the students in innovative ways. More than one-half respondents disclose that teacher has artistic interests. More than one-half respondent indicate that teacher is curious to learn new things. More than one-half respondent demonstrate that teachers have originality in teaching. Whilst one-fourth respondents show that teacher is an active imaginative person.
9. The findings expose the mean score of boys ( $M = 2.68$ ,  $SD = .52$ ) and girls ( $M = 2.83$ ,  $SD = .47$ ) defendants has a major difference. The p-value is smaller than .05 that recognizes a significance difference as both genders have distinct opinions relating openness  $t(2102) = -6.889$ ,  $\text{Sig} = .000$ . Finding of  $F(7, 2096) = .937$ ,  $p < .476$  value indicates the effect of ANOVA on openness. There was no significant difference. The value pointed towards no variances within groups and between groups among secondary school students.
10. More than one-half of the respondents have a perception that a teacher is a reliable person. Whereas More than one-half of the respondents view that teachers pay attention to their jobs. More than one half of the respondents agree that teachers teach efficiently. The results of the study demonstrate the mean score of boys ( $M = 2.75$ ,  $SD = .70$ ) and girls ( $M = 2.85$ ,  $SD = .69$ ) defendants has a significant difference. The p-value is smaller than .05 that indicates a significance difference because both genders have no equal responses concerning conscientiousness  $t(2102) = -4.246$ ,  $\text{Sig} = .000$ .
11. F value ( $7, 2096) = 2.351$ ,  $p < 0.022$ ) has strong variances within groups and between groups with subjects among secondary school students. The findings show the effect of ANOVA on overall personality. The F value ( $7, 2096) = .964$ ,  $p < .456$ ) value has no variance within groups and between groups with subjects of overall personality among secondary 'school students.



12. The findings present simple linear regression analysis for teachers' personality with students' marks in BISE exam (students' performance). The results indicate that teachers' personality described only .4% difference in students' performance ( $R^2 = .004$ ,  $F(1, 2102) = 8.019$ ,  $p < .005$ ). The values of the independent variable ( $\beta = 11.911$ ) represent coefficient to which the independent variable contributes to the value of dependent variable. It means that one unit increase in teachers' personality will cause 11.91% increase in students' performance.
13. The findings of the study are displayed in multiple regression analysis. It is found in the effect of components of teachers' personality on students' marks in BISE exam (students' performance). The goodness of fit indices value (.007) showed that only .7% variance independent variable is described by independent variables. The  $F = 3.169$ ,  $p < .007$  is significant to propose the effect of components of teachers' personality on students' performance. Openness has significant positive effect ( $\beta = .066$ ,  $t = 2.751$ ,  $p < .01$ ) on the students' performance. It appears that one unit increase in the openness will cause a 6.6 increase in the students' scores.
14. The result of findings shows that simple linear regression analysis for teachers' personality with students' marks in the subject (students' performance). The results prove that teachers' personality have no significant effect ( $R^2 = .000$ ,  $F(1, 2102) = .188$ ,  $p < .655$ ) in students' performance. The findings described that marks in subject (students' performance) is not dependent on teachers' personality.
15. Results showed that there was high and moderate reliability for all the subscale found with Cronbach's alpha 0.797 in teacher questionnaire and in students questionnaire was 0.782. There was also a moderate positive correlation between neuroticism and agreeableness among teacher and students respectively, ( $r = -.190$ ,  $p < .01$ ), ( $r = -.425$ ,  $p < .01$ ). Moreover, neuroticism and extroversion is inverse weak correlation in teachers and students data respectively, ( $r = -.340$ ,  $p < .01$ ), ( $r = -.082$ ,  $p < .01$ ).the openness has an inverse weak correlation with agreeableness, extroversion and neuroticism. Whereas conscientiousness has also weak correlation with extroversion, neuroticism and openness.

### 5.3 Discussion

Everyone is aware about the role of education in evolving leadership in society. Its purpose is to develop the students in physical, mental, social, and psychological perspective moreover, Spiritual and character building of an individual. It improves the social, political, economic, traditional lives of the people. However, in Pakistan, after the independence, more than seven-decade has been passed but unfortunately, improvement indicator are not presenting positive result in educational fields. The improvement rate of education is very low as compare to other countries and regions. The quality of education is still questionable and neglected at all level. There are many problems including quality of teachers, students, library and laboratory, curriculum is not related to social needs, lack of research facilities, financial issues, arts students are more than science students are some of the problems of our education system. Gender discrimination and provincial inequality, weak examination system, unproductive governance and educational results do not meet with international standard. Moreover, Akmal, M (2016) presents that in Pakistan females' mobility is restricted due to cultural expectation. Furthermore, the students' achievement is lower due to parents' low income as well as their education level. No availability of electricity, water and other basic necessities of life are provided at home and also institutions are negatively related to the pupil's achievements. Ashraf et al. (2015) explored that in public institutions, they do not have equipment like books, library or many other resources that create a conducive learning environment for both staff and students as well. According to Alibakhshi, (2011) other factors including environmental and inherent are also associated with pupils' academic grades.

As discussed earlier, it is no doubt the quality of education determines the quality of the teachers. This evidence shows without teachers' capabilities no any nation does not become able transform the educational system i.e. for improvement in quality of education. Furthermore, Zombwe (2013) indicates students those are from poor families, they do not have a teacher to teach them, the dearth of the teacher, non-availability of competent teachers, poor infrastructure, scarcity of safe and clean water, shortage of health services decrease the standard of education. While, Shami and Hussain (2005) exposed that the availability of physical facilities in a school has a significant impact on students' performance. Similarly, Adu and Olatundun (2007) present that teacher personal traits have a lot of influence on

students' performance in secondary schools. Students are able to know what is taught in school and how this implication in problem-solving in their real life. Additionally, Hakimi et al. (2011) highlighted that few of teachers' personality trait affect the students' achievements. Garcia, Kupczynski, and Holland (2011) found that only one factor including conscientiousness of teachers' personality is to predicted academic achievement. Rockoff et al., (2011), report that conscientiousness and extroversion significantly predict academic scores. In addition, Shaffer & Postlethwaite, (2012) forecast that positive impact of students' academic achievement relates with conscientiousness personality trait of a teacher whereas teachers' conscientiousness personality directly link with students' achievements, Garcia et al. (2011). (Koschmieder, Weissenbacher, Pretsch, & Neubauer, 2018) concluded that big five factors of teacher personality are the impact of the teaching profession is seldom differed from other profession. Conscientiousness and emotional stability significantly important in teacher personality but the extraversion trait is only effective for job performance not related to the academic success of students. Furthermore, Openness and agreeableness showed weak correlation with selected aspects of academic and work success. This section examines the results of each object under research. The main purpose of research was to recognize good personality traits of secondary school teachers. For this purpose mean score and standard deviation were used to explore the personality trait of the teacher in public and private secondary schools in Punjab province. The results explored the effect of teacher personality traits about agreeableness, neuroticism, conscientiousness, extroversion, openness, emotional stability, introversion are not significant. The prime aim of investigation was to discover the ideal personality traits of school teachers at secondary level. The results indicated that agreeableness is not significant within groups and between groups among teachers and students perceptions. This finding seems to confirm another study Corcoran and O'Flaherty (2016) kindness is not linked by tutor persona, while Chu (2003) explains that students' achievement has modest correlations with agreeable trait of the teacher. However, there is an undesirable connection with kindness trait on students' achievement, Job (2004). But in many studies, the results are opposite agreeable trait of teachers and their students tending to have higher grades and higher academic achievement. 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 among kindness and pupil's educational

attainment. Agyemang, Dzandu, Boateng (2016), De Vries, et al. (2006) and Matzler, et al. (2008) findings show those teachers having agreeableness trait influence knowledge sharing attitudes towards student's achievements.

Similarly, the result is align, Hakimi et al. (2011) exposed correlation between academic achievement and agreeableness. According to Sikalieh & Mkoji, (2012) delightful entities have aptitude toward increasing their academic performance. (Kırkağaç & Öz, 2017) support agreeableness has significant correlation among students' academic achievement. Poropat (2009) presented the significant correlation among agreeableness and academic performance of the students. The results of current study show that views of teachers and students about extroversion are significantly different with each other. In addition, Chu (2003) and Melissa, Sampo, and Panonon (2007) mentioned that extroversion trait has negative correlation with students' achievement. Furthermore, Oswald et al. (2004) stated about extraversion is deleteriously allied by students' educational attainment. Similarly, Kırkağaç and Öz (2017) do not show significant associations among extroversion trait and educational success. While, Jamil, Downer, & Pianta, (2012) reported that there is a slight correlation among extraversion and students' achievement.

However, Chamorro and Furnham (2003) elaborated that there is a positive relationships between learning outcomes and extraversion. Similarly, (Lim & Ployhart, 2004) study show extraverts individual seek social relation with co-workers (Sikalieh & Mkoji, 2012) the extrovert has positive relationships with workplace performance, Komarraju et al., (2009). Extroversion is one of the Big Five Personality factors and it has a positive association by means of educational attainment, Duckworth and Seligman (2005). Additionally, the greater the extroversion in teachers, the more educational success pupils gain, Dunsmore (2005). However, Boroujeni, et al. (2016) find that there is a significant correlation between extraversion and students' outcomes. Connelly and Ones (2010), find a weak correlation between extraversion and academic performance. Whereas, Poropat (2009) heightened that inverse correlation between extroversion with achievement of the students. The results of current study show that neuroticism is significantly different among teachers' and students' perceptions. Similarly, Job, (2004) shows the weak correlation between neuroticism and students' achievements. Neurotic people always have inclination towards negative activities. Most of the researches like Hakimi et al. 2011; Komarraju & Karau, 2005; and

Laidra et al. (2007) demonstrate that stress has no positive impact, therefore affiliation between educational success and neuroticism has also ruthless impact. Such individuals face negative experience in teaching, Duff et al., (2004).

A lot of investigations discussed about remarkable outcomes regarding educational accomplishment and neuroticism. Kırkağaç, (2017) finds that there is significantly positive connection exists among neuroticism and educational triumph. Likewise, Neuroticism is not negative predictor on scores of the members through numerous reversion examines. However, consequences of present research indicate a noteworthy affiliation among educational success and neuroticism. In addition, Bratko, and Saks (2006) suggest the stage of nervousness and rigorousness in anxious people inspire greater attention in students, particularly when they are encouraged in academic activities. Similarly, Komarraju, & Schmeck, (2009) report a progressive bond among neuroticism and educational accomplishment. The excited pupils have higher performance; thus they feel level of achievement due to nervousness, which will motivate them to study more.

The second aim of the current research was to check the existing level of students' achievements. There is no existing level of students' achievement in Punjab. The result tested through multiple regression analysis. The results of the linear and hierarchical regression analysis indicate that existing level of students' achievement in BISE Exams' only 4% teacher personality effect on students' achievements. The findings reveal that independent variable gives to the value of dependent variable. It shows that one unit increase in teachers' personality will cause increase in students' performance. Moreover, the result of linear regression analysis for teachers' personality with students' marks in subject do not predict significant effect in students' performance. The findings express that marks in subject (students' performance) is not dependent on teachers' personality.

The third objective explores the impact of teacher personality traits at secondary level. The results demonstrate gender wise comparison between secondary school teachers. Here is found that both genders have a major difference about kindness. Subsequently, both genders have slightly same opinions about extraversion, Neuroticism, openness, conscientiousness, emotional stability and introversion. Similarly, the results explore that both gender male and

female teachers with various personality types have a significant effect on pupil's outcomes, Alibakhshi, (2011).

However, Ojera (2016) Claimed that female teachers have a tendency to perform better in teaching when counterpart with the male teachers. Similarly, Mwamwenda (2002) supported that pupils learn better by a female teacher as compared to male teacher especially in English language, Mathematics, Science and Social sciences. Additionally, Zuzovsky (2003) presents that those students who taught by a female teacher, achieved higher marks than those who taught by a male teacher. Hafeez (2008) revealed that female teachers are more satisfied and performed well rather than male teachers. But in contrast, Arbuckle and William (2003) find that male teachers perform better in teaching as compared to the female teachers.

The results display that the difference among urban and rural defendants about conscientiousness. Whilst both genders rural and urban have almost slightly different views regarding agreeableness, extraversion, neuroticism, openness, emotional stability, and introversion. Richardson (2008) explored that availability of urban teacher is the cause of better results. Moreover, Nomaan, Hanif, & Rehna, (2016) reported that urban teacher is a significant predictor to contribute to pupils academic success because the urban teacher is more competent as compared to a rural areas school teacher. Rural school has an inadequate teacher because most of the teacher did not want to post in rural school so the rural areas less experienced teacher and teaching.

The result of the current study indicates that the effect of marital status including single as well as married teachers' personality traits of extroversion, conscientiousness, emotional stability and introversion has no significant difference. Whereas, agreeableness, neuroticism and openness show significant difference. The results of the present study are also supported by Alufohai & Ibhaifidon (2015). They declare that teachers' marital status is highly influenced by students' achievement. Students of married teachers have great achievement than students who are taught by single teachers. Furthermore, Ayeop (2003) posited that a student of married teacher has significant academic achievement than the pupil of a single teacher. However, Kong (2008) observed that single teachers are more energetic and motivated to their jobs as compared to married teachers. The results of the study depict

the mean score of government institutions and a private institution has a major difference. Both institutions have nearly different views about agreeableness, extraversion neuroticism, openness conscientiousness and emotional stability whereas, about introversion both institutions have slightly same opinion. The consequences prove the mean score of Grade 9 and 10 has no major difference. Both classes have same outlooks regarding agreeableness, extraversion, neuroticism, openness, conscientiousness, emotional stability and Introversion. According to Iqbal (2006) private institutions use more teaching techniques, instructional material, more curricular activities to enhance the pupils' performance as compared to public institutions. Liaqat (2009) explored that teaching quality is better in private schools as compared to public schools and has a great impact on students' achievement. Whereas, Andrabi, Bau, Das, & Khwaja, (2010) reported that average students' achievement is significantly higher in private schools rather than public school. Similarly, Akmal, M (2016) finds that private school teacher has a positive effect on students' learning outcomes. Imam, Singh, & Tiwari (2018) revealed that private school students perform well in all subjects.

The effect of subjects among teacher having personality traits of agreeableness, neuroticism, emotional stability, introversion is not significantly different as checked through ANOVA. The significance value point out no differences within and between groups. However, the result depicts the effect of subject on those teachers having personality traits of extraversion, openness, conscientiousness is significantly different. The significance value pointed towards stout alterations within and between groups whereas overall personality is significantly different among various subjects' teachers. Similarly, Betts et al. (2003) discover that teacher academic qualification in science subjects (bio, chemistry, Physics) is significantly related to students' achievements those who have average performance. Moreover, another research supports the result of current study. According to Clotfelter et al. (2010) those high school students obtain high marks in Math's subject and lower in English as well as in social science subjects. It reflects that academic qualification of science subject teachers' effects on student's achievement. Ghazi and Saifullaha,(2013) concluded that agreeableness trait of teachers' personality correlates with pupils' results in Chemistry and English subjects rather than neuroticism, extraversion teachers' personality at secondary level in Punjab. Moreover, Sirait S (2016) explores that in Biology and English, subject teachers predict significant results while Mathematics and Chemistry are insignificant. Similarly, Kola

and Sunday (2015) find that teacher subject matter knowledge is a good predictor of pupil's achievement in secondary schools.

Results of the current study demonstrate the effect of teacher's personality with job status among agreeableness, extraversion, openness, and conscientiousness, and emotional stability, introversion towards no variances within groups and between groups. Additionally, Goldhaber & Anthony (2004) finds that teacher job designation is not strongly predicting the students' academic grades. On the other hand, the neuroticism is significantly different the sig value pointed to sturdy alterations within and between groups. Likewise, (Mohamud & Abdulle, 2015) concluded that teacher job designation is an important factor to influence students' outcomes. However, overall teachers' persona is not significantly different with job status among teachers.

The findings of the research exposed the effect of teacher's personality with job experiences about agreeableness, openness, neuroticism, conscientiousness; emotional stability and introversion have no variances within and between groups. However, results of research display that the effect of teachers' personality with job experiences about extraversion towards robust alterations within and between groups. The Few years of teacher job experience is significantly increasing the students' performance (as measured by student test scores). Richardson (2008) reported that teacher experience has a significant effect on the pupil's performance at primary and secondary level due to their master the content and manage different type of classroom problem.

Furthermore, Hanushek (2011) proves that higher achievement students get positions in classrooms with more experienced teachers. Harris and Sass (2011) explore that higher grade of students achievement related to a first four year of teaching experience in teaching at the middle level. After that ten years of teaching experience are more productive in teaching which indicates the pupil achievement. Whereas, the conclusion of current study reveal that the overall personality of teacher is significantly different with job experiences. Buddin and zamarro (2010) find that student's achievement is largely reflect poor outcomes during their first four years of job experience in the classroom. Musau and Abere (2014) observed the performance of teachers about different subjects like Mathematics, Technology, and Science



at secondary schools. The results reveal no significant difference among students' performance those who have undergraduate or have no professional qualification.

The results indicate the effect of teacher's personality with academic qualification about agreeableness, neuroticism, openness, emotional stability and introversion points towards no variances within groups and between groups. On the other hand, the results show that effect of teacher's personality with academic qualification between extraversion, conscientiousness having stout modifications within and between groups. However, overall personality of teachers with academic qualification is significantly different within groups and between groups. Akinsolu (2010) report that the availability of highly academic qualified teacher is significant on students' achievement. Harris and sass (2011) find a significant relationship among those teachers holding a master degree. Additionally (Wright, 2012) reported that those teacher having master degree positive co-relation with students achievements. Darling and Hammond (2012) present that qualification of the teacher to increase the student's outcomes because their qualification is capable of working in the education system to promote the highest academic standard.

Furthermore, (Owolabi & Adedayo, 2012) explore that highest qualification of teacher performance is better than those taught by the teacher having a low qualification. (Kosgei, Mise, Odera, & Ayugi, 2013) finds that teacher qualification not significant to increase the student's achievement. Similarly, Abe & Gbenros, (2014) report that teacher qualification has three ways which are related to students' academic achievement including the level of education, teaching experience, and teaching pedagogy. Likewise, Ojera (2016) presents that qualified teacher significantly associated with effective teaching. Sirait. S (2016) shows that teacher academic qualification is a powerful tool to predict the student's achievement rather than another variable such as salary and expenses. However, Wright (2012) presents that teacher qualification and experience is not dependably correlated with student outcomes. (Kosgei, Mise, Odera, & Ayugi, 2013) finds that teacher qualification not significant to increase the student's achievement.

The results displayed the effect of teacher's personality with professional qualification concerning agreeableness, neuroticism, conscientiousness, openness, emotional stability and introversion point out towards no variances within groups and between groups. Whereas,

teachers' overall personality and professional qualification significantly diverse from each other. Anthony et al. (2007) discover that professional teachers have a profound impact on student's achievement rather than teachers who have a professional degree. As well, another research supports the result of the current study, Boyd et al. (2008) present that teachers' qualifications lead to enhance students' academic achievement. Kola and Sunday(2015) reported that only degree holder teachers 'master's, doctorate other certificate and are qualified to teach at secondary level show a positive correlation with student's academic achievement. As above-mentioned in contrast, research reveals that teachers holding an advanced degree like (master's and/or doctorates), have no association with students' achievement. Rivkin, et al. (2005) finds that advanced degrees are only helpful in specific subjects, such as mathematics. Similarly, Harris and Sass (2009) explored that teachers who obtains professional qualification have not positive effect on students' outcomes after certification than teachers who do not receive this certification. Arias and Scafidi (2009) conclude that teachers' professional degree only improves teachers' quality. According to Lad & Vigdor (2010) secondary-grade teachers having professional certificate has major effect only in mathematics and science subjects' students achieve higher marks in exams. However, the results of the current study found gender wise comparison between secondary school students. Here the difference is not significant and both genders having same opinions about agreeableness and neuroticism whereas, the results display gender wise comparison amongst secondary school students. Both genders have different opinion regarding extraversion, openness, conscientiousness. Ghazi and Saifullaha, (2013) reported that extravert personality of male teachers effects more as compared to female teachers. Accordingly, an agreeableness trait is highly correlated in the male teacher than a female teacher. The results of the current research illustrate the mean score of Govt. and private institutions have no major change. Both genders have same opinions regarding agreeableness, while the findings depict Govt. and private institutions have significant difference. Both genders have different views concerning extraversion, neuroticism conscientiousness and openness. The results demonstrate the mean score of 9<sup>th</sup> and 10<sup>th</sup> Grade defendants has a major difference regarding agreeableness, openness, and extraversion both classes having different views whereas the results revealed the mean score of 9<sup>th</sup> and 10<sup>th</sup> Class defendants has no major difference concerning neuroticism and conscientiousness both classes have almost similar perceptions.

According to Saeed, (2011) reported that lack of science, mathematics and English teacher is a common problem in public sector schools especially in rural areas. According to Ashraf et al. (2015) in Pakistan, the main problem is faced by the students at public institutions because they are unqualified and not familiar with modern technology and emerging pedagogies.

The effect of ANOVA about agreeableness, extraversion, neuroticism, openness and conscientiousness is not significantly different; there is no significance within and between groups. On the other hand, the results show the effect of ANOVA is significantly different about conscientiousness having strong variances within and between groups. Similarly, Shaffer & Postlethwaite, (2012) predict that positive impact of academic achievement of students related to the conscientiousness personality trait of a teacher. Mount, (2002) Showed that neuroticism and extraversion personality traits of teachers have significance relation with achievement while agreeableness, openness, conscientiousness is insignificant.

Alibakhshi, (2011) explore that other factors including environmental and integral associated with pupils' academic grades. Ghazi, and Saifullaha, (2013) predicted that overall personality is negatively associated with extroversion and neuroticism of students' achievement. Moreover, Dost & Hafshejani, (2017) present that overall personality of teachers does not depict a positive impact on students' learning. Jacob, Kane, and Staiger (2011) discover no association among teachers' personality with student's achievements at middle to secondary level. Similarly, Garcia et al. (2011) disclose that overall personality of teachers did not predict the students' achievements. According to Arshad & Ahmad (2011) teachers not having handsome salary also indicates insufficient quality of teachers Likewise, Kim & MacCann, (2016) state overall personality is not a single reason for student's outcomes but the other factors are also needed for pupils' achievement. Additionally, Abdullah (2015), explored that due to insufficient training and refresher courses, lack of knowledge about subject matter, non-availability of transport facilities, minimum salary and low monitoring system does not meet the international standard of teachers.

## **5.4 Conclusion**

As the main objective was to find out the relationship between different components of teachers 'personality traits and students' achievement, on base of analysis and results of the study it is concluded that the teacher personality is not a single cause to increase the students'

performance. There is positive relationship between the teacher personality and traits among students' academic achievement while educational attainment among carefulness, directness and kindness has less significance relationship. Further data concluded that, several reversion examinations displayed that merely carefulness and ingenuousness forecasted academic performance expressively. Generally, findings indicate less than almost one fifth of the teacher personality influences students' academic achievement.

Empirically it can be concluded that male and female teachers have different point of view regarding agreeableness. But the same opinion was not found about extroversion, neuroticism, openness conscientiousness emotional stability and introversion. It is obvious the mean score of urban and rural defendants has no significant difference. The p-value is higher which recognizes no significance difference as both genders have equivalent opinions concerning agreeableness, extroversion, Neuroticism openness emotional stability and introversion. However, the results reveal the mean score of urban and rural defendants has a worth change. The p-value is smaller that identifies the change is major as both genders have diverse ideas concerning conscientiousness.

Further results reveal that the openness indicates that personality of teacher has positive effect on the students' performance. It is indicated that only unit increase to achieve the students' scores. The results show that teachers' personality indicates no significant effect on students' performance. It is concluded that student's marks in subject are not dependent on teachers' personality. The results of male and female respondents have the same views about agreeableness and neuroticism. On the other hand, both male and female students have almost different opinions regarding extroversion openness and conscientiousness.

The results of the study further concluded that there is no significant difference between the Government institutions and private institutions. Both genders have almost similar views regarding agreeableness. Furthermore, there are almost different views concerning extroversion. It is concluded that the difference is significant among 9<sup>th</sup> class and 10<sup>th</sup> class both classes have almost different ideas regarding extroversion agreeableness. Moreover, it is concluded that the difference is not significant and both classes have almost equally regard neuroticism and openness conscientiousness.

It is concluded that the effect of ANOVA on agreeableness, extroversion, neuroticism, openness and overall personality of teacher is not significantly different among students. The degree of freedom points towards no variances within groups and between groups while conscientiousness is significantly different among students. The degree of freedom points towards strong variances within groups and between groups. In simple linear regression analysis for teachers' personality with students' marks in BISE exam, it is concluded that teachers' personality has only .4% variance in students' performance. The values of independent variable in coefficient table represent the extent to which the independent variable contributes to the value of dependent variable. It showed that one unit increase in teachers' personality will cause to increase students' performance.

When the current study investigated the impact of teachers' character on pupils' grades in BISE exam various reversion examination were cast-off. it is concluded that openness has significant positive effect on the students' performance while simple linear regression analysis for teachers' personality with students' marks in subject, it concluded that marks in subject are not dependent on teachers' personality. The study concludes that there is a moderate positive correlation between neuroticism and agreeableness, while Openness has inverse weak correlation with agreeableness extroversion and neuroticism. Moreover, Conscientiousness has weak correlation with extroversion, neuroticism and openness whereas, marks in BISE exam has very weak association with extroversion openness and overall personality. Results conclude that there is a weak inverse correlation between extroversion and agreeableness. There is moderate positive correlation between neuroticism, agreeableness and neuroticism while, Openness has an inverse weak correlation with agreeableness extroversion and neuroticism. Furthermore, Conscientiousness has a weak correlation with extraversion, neuroticism and openness. Moreover, emotional stability has weak association with introversion and overall personality. From the observation of teacher it is concluded that teachers need to be more enthusiastic and kind with students. Teachers need to be more focused and active person in the classroom. From the interview of the teacher, it is concluded that teachers need to be motivated, hardworking, friendly and punctual with their teaching profession in order to make the students more punctual in future to achieve their academic success.

The current research was to check the existing level of students' achievements. There is no exiting level of students' achievement in Punjab. The result tested through multiple regression analysis. The findings reveal that independent variable gives to the value of dependent variable. It shows that one unit increase in teachers' personality will cause increase in students' performance. Moreover, the result of linear regression analysis for teachers' personality with students' marks in subject do not predict significant effect in students' performance. The findings express that marks in subject (students' performance) is not dependent on teachers' personality. The third objective explores the impact of teacher personality traits at secondary level. The results demonstrate gender wise comparison between secondary school teachers. Here is found that both genders have a major difference about kindness. Subsequently, both genders have slightly same opinions about extraversion, Neuroticism, openness, conscientiousness, emotional stability and introversion. Similarly, the results explore that both gender male and female teachers with various personality types have a significant effect on pupil's outcomes.

## **5.5 Recommendations for Further Study**

1. Teachers should be cooperative with students and be careful while doing any task. Teacher should accept their weak points without any hesitation and do not feel nervous.
2. Teachers should behave politely with students and perform their duties actively. In addition, they should be relaxed and calm by nature. Moreover, teacher should follow the plan from start to end.
3. Teachers should not be selfish with their students and they should not be anxious in the class. Moreover, teachers should be friendly with their students. It is also evident form the observation of the class that they should pay special attention to their attitudes. In addition, it is recommended in the light of interviews that teachers should be punctual to make the students regular in their habits to achieve the academic success in future.
4. Teachers should be hardworking, dedicated, and create a peaceful learning environment in the classroom which builds positive attitudes among students to foster their learning process. Teachers must understand the psychology of learner and select appropriate teaching methods to make their learning process effective.

5. To improve the quality of teachers' 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.
6. Finally, on the basis of the qualitative results, the current study recommends that teachers should deliver their knowledge according to the students' aptitude and engage the students through different learning activities in the classroom.

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## APPENDICES

### Appendix-A: Permission Letter for Data Collection



The Islamia University Of Bahawalpur, Pakistan  
DEPARTMENT OF EDUCATION

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#### TO WHOM IT MAY CONCERN

It is certified that Ms. Shaista Noreen D/O Muhammad Buksh is a regular student of Ph.D Education at The Islamia University of Bahawalpur. For the partial fulfillment of her degree she is doing research on the topic “*Impact of personality traits of secondary school teachers on student’s achievement in Punjab*” this study cannot be completed without your co-operation and help. You are requested to provide necessary information in this regard. I assure you that the information provided by you will be used for research purpose only.

Regards

**Prof. Dr. Akhtar Ali**

Dean Faculty of Education

Chairman Department of Education

The Islamia University of Bahawalpur

## Appendix-B: Questionnaire for Students

Dear Student!

Assalam o Aalaikum

I am working on PhD research project entitled “Impact of personality traits of secondary school teachers on students’ achievement in Punjab”. This study cannot be completed without your honest opinion. You are requested to kindly fill in the questionnaire. I hope that you will respond without any bias and to the best of your knowledge, beliefs, feelings and experience. I assure you that the information provided by you will be kept confidential and used for research purpose only.

*Yours’ Sincerely*

Shaista Noreen, PhD Scholar  
Department of Education  
The Islamia University of Bahawalpur

### Part: 1 Personal Information

1. Name (Optional) \_\_\_\_\_ 2. Class: \_\_\_\_\_  
3. Subject \_\_\_\_\_ 4. School \_\_\_\_\_  
6. Marks obtained in internal Exam (9<sup>th</sup> class): \_\_\_\_\_  
7. Marks obtained in BISE Exam (9<sup>th</sup> class): \_\_\_\_\_

### Instruction to fill the questionnaire:

Please tick in the relevant box.

Following abbreviation have been used in this questionnaire.

**SDA= Strongly Disagree, DA=Disagree, A= Agree SA= Strongly Agree**

S #	Statement	SA	A	DA	SDA
1	Teacher is kind to everyone. استاد ہر ایک کے ساتھ شفقت سے پیش آتا ہے۔				
2	Teacher is a reserved person by nature. استاد فطرتاً الگ تہلگ رہنے والا شخص ہے۔				
3	Teacher is an energetic person. استاد متحرک شخصیت کا مالک ہے۔				
4	Teacher is assertive by nature. استاد فطری طور پر مثبت خصوصیات کا حامل ہے۔				
5	Teacher is a quiet person. استاد ایک خاموش طبع انسان ہے۔				
6	Teacher is an enthusiastic person استاد ایک پرجوش شخصیت کا حامل انسان ہے۔				

7	Teacher becomes nervous easily. استاد آسانی سے پریشان ہو جاتا/جاتی ہے۔				
8	By nature Teacher is a social person. استاد فطرتاً سماجی شخصیت کا مالک انسان ہے۔				
9	Teacher accepts his/her faults. استاد اپنی غلطیوں کو تسلیم کر لیتا/ لیتی ہے۔				
10	Teacher starts quarreling with his colleagues. استاد اپنے ساتھیوں کے ساتھ لڑائی شروع کر دیتا/ دیتی ہے۔				
11	Teacher forgives students' mistakes. استاد اپنے طلباء کو معاف کر دیتا/ دیتی ہے۔				
12	Teacher is unselfish with students. استاد طلباء کے ساتھ خود غرض نہیں ہے۔				
13	Teacher trusts on his/her students. استاد اپنے طلباء پر بھروسہ کرتا/ کرتی ہے۔				
14	Teacher is unfriendly person. استاد غیر دوستانہ مزاج کا شخص ہے۔				
15	Teacher is a talkative person. استاد ایک باتونی شخص ہے۔				
16	Teacher behaves rudely with students. استاد طلبہ کے ساتھ بدتمیزی سے پیش آتا ہے۔				
17	Teacher is cooperative with students. استاد طلبہ کے ساتھ تعاون کرتا/ کرتی ہے۔				
18	Teacher is depressive by nature. استاد فطرتاً مایوس کن شخصیت کا حامل انسان ہے۔				
19	Teacher handles the stress in relax mood. استاد پرسکون انداز میں دباؤ پر قابو پالیتا/ لیتی ہے۔				
20	Teacher is an anxious person by nature. استاد فطرتاً گھبرانے والا شخص ہے۔				
21	Teacher remains calm in problematic situations. استاد پریشان کن حالات میں بھی پرسکون رہتا/ رہتی ہے۔				
22	Teacher becomes nervous easily. استاد آسانی سے کسی بات پر گھبرا جاتا/ جاتی ہے۔				
23	Teacher teaches the students in innovative ways. استاد اپنے طلباء کو نئے نئے انداز کے ساتھ پڑھاتا ہے۔				
24	Sometime teacher feel fears a lot. استاد بعض اوقات بہت خوف محسوس کرتا/ کرتی ہے۔				
25	Teacher usually do work according to their mood استاد عموماً کاموں کو اپنی مرضی کے مطابق کرتا/ کرتی ہے۔				
26	Teacher is curious to learns new things استاد نئی چیزیں سیکھنے کے لیے متجسس رہتا/ رہتی ہے۔				
27	Teacher has originality in teaching. استاد اپنی تدریس کو حقیقی انداز میں پیش کرتا ہے۔				
28	Teacher is an active imaginative person. استاد تخیلاتی شخصیت کا مالک انسان ہے۔				
29	Teacher has artistic interests. استاد فنکارانہ شوق رکھتا ہے۔				

30	Teacher has aesthetic experiences استاد جمالیاتی تجربات کا حامل انسان ہے۔				
31	Teacher prefers to do work in daily routine. استاد اپنے روزمرہ زندگی کے کاموں کو ترجیح دیتا / دیتی ہے۔				
32	Teacher has complications in understanding art استاد آرٹ کو سمجھنے میں مشکل محسوس کرتا / کرتی ہے۔				
33	Teacher has complications in understanding Literature. استاد ادب کو سمجھنے میں مشکل محسوس کرتا / کرتی ہے۔				
34	Teacher likes to do task practically. استاد کسی بھی کام کو عملاً کرنا پسند کرتا / کرتی ہے۔				
35	Teacher pays attention to his/her job. استاد اپنی نوکری پر پوری توجہ دیتا / دیتی ہے۔				
36	Teacher behaves carelessly when doing any task. استاد کاموں کو انجام دینے میں لاپرواہی کرتا / کرتی ہے۔				
37	Teacher is a reliable person. استاد قابل اعتبار شخص ہے۔				
38	Variation in task could not upset teacher. استاد کو مختلف نوعیت کے کام سے پریشان نہیں کر سکتے۔				
39	Teacher is a lazy person. استاد ایک سست انسان ہے۔				
40	Teacher habitually completes his task before time. استاد عادتاً اپنی ذمہ داری وقت سے پہلے ادا کرتا ہے۔				
41	Teacher is disorganize person استاد بے ترتیب انسان ہے۔				
42	Teacher teaches with efficiently. استاد مہارت کے ساتھ پڑھاتا / پڑھاتی ہے۔				
43	Teacher follows his/ her plans from start to end. استاد ابتداء سے اختتام تک اپنے منصوبوں پر عمل کرتا / کرتی ہے۔				
44	Sometime teacher feel fear a lot about things. استاد بعض اوقات بہت خوف محسوس کرتا / کرتی ہے۔				
45	Teacher is an unfocused person. استاد منتشر شخصیت کا حامل ہے۔				

THANK YOU FOR YOUR TIME...!



## Appendix-C: Questionnaire for Teachers

Respected Sir / Madam

(Assalam o Aalaikum)

I am working on PhD research project entitled “Impact of personality traits of secondary school teachers on students’ achievement in Punjab “This study cannot be completed without your honest opinion. You are requested to kindly fill in the questionnaire. I hope that you will respond without any bias and to the best of your knowledge, beliefs, feelings and experiences. Please respond the following statements by putting asterisk (✓) in the relevant box in front of each statement indicating your degree of agreement or disagreement. I assure you that the information provided by you will be kept confidential and used for research purpose only. Scale for responses is as follows:

SA= Strongly Agree, A=Agree, DA=Disagree, SDA= Strongly Disagree

*Yours’ Sincerely*

Shaista Noreen, PhD Scholar  
Department of Education

The Islamia University of Bahawalpur

### Part I: Demographic Information

1. Name of school.....
2. Name of teacher .....
3. Class .....
4. Subject .....
5. Gender:           a. Male       ☐       b. Female       ☐
6. Location:       a. Urban       ☐       b. Rural       ☐
6. Marital status:   a. Single       ☐       b. Married       ☐
7. Job status:       a. EST       ☐       b. SST       ☐       c. SS       ☐  
                          d. SESE       ☐       e. SSE       ☐
8. Age in years:     a. Under 25   ☐       b. 26-30       ☐       c. 31-35       ☐  
                          d. 36-40       ☐       e. 41-45       ☐       f. 46-50       ☐  
                          g. above 50   ☐
9. Academic qualification:   a. F.A/F.Sc   ☐       b. B.A/B.Sc   ☐       c. M.A/M.Sc   ☐  
                                  d. M. Phil   ☐       e. PhD       ☐  
                                  Any other mention please .....
10. Professional Qualification:   a. PTC       ☐       b. CT       ☐       c. DM       ☐

d. B.Ed ☐ e. BS.Ed ☐ f. M.Ed ☐

g. M.A Education ☐ Any others mention please.....

11. Working Experience: a. 1-5 ☐ b. 6-10 ☐ c. 11-15 ☐

d. 16-20 ☐ e. 21-25 ☐ f. 26-30 ☐

g. More then 30 ☐

12. Sibling: a. 1-2 ☐ b. 3-4 ☐ c. 5-6 ☐

d. 7-8 ☐ e. 9-10 ☐

S #	Statement	SA	A	DA	SDA
1	I am kind with students. میں طلباء کے ساتھ شفقت سے پیش آتا ہوں/آتی ہوں۔				
2	I am reserved by nature میں فطری طور پر ایک محتاط انسان ہوں۔				
3	I am an energetic person میں ایک توانا شخص ہوں۔				
4	I am a quiet person. میں ایک خاموش رہنے والا انسان ہوں۔				
5	I have quality of enthusiasm میں ایک پرجوش خاصیت کا مالک انسان ہوں۔				
6	I am assertive by nature میں فطری طور پر مثبت خصوصیات کا حامل ہوں۔				
7	I feel comfortable in groups. میں گروہی ماحول میں آرام دہ رہتا ہوں۔				
8	I become nervous easily میں آسانی سے پریشان ہو جاتا /جاتی ہوں۔				
9	I feel hesitation to accept my weak points. میں اپنی کمزوریوں کو تسلیم کرنے میں ہچکچاہٹ محسوس کرتا/کرتی ہوں۔				
10	I am a talkative person میں ایک باتونی شخص ہوں۔				
11	I start quarrels with others میں دوسروں کے ساتھ لڑائی میں پہل کرتا / کرتی ہوں۔				
12	I normally forgive others. میں عموماً دوسروں کو معاف کر دیتا / دیتی ہوں۔				
13	I usually trust others. میں عام طور پر دوسروں پر اعتبار کر لیتا / لیتی ہوں۔				
14	I am unselfish with students میں طلباء کے ساتھ خود غرض نہیں ہوں۔				
15	I am unfriendly person میرا مزاج دوستانہ نوعیت کا نہیں ہے۔				
16	I sometime behave rude with others. میں بعض اوقات دوسروں سے بدتمیزی کے ساتھ پیش آتا/ آتی ہوں۔				

17	I cooperate with students. میں طلباء کے ساتھ تعاون کرتا / کرتی ہوں۔				
18	I pay attention to my job. میں اپنی نوکری پر توجہ دیتا/ دیتی ہوں۔				
19	I become careless when doing any task. میں کسی بھی کام کو کرتے ہوئے لاپرواہی کر جاتا/ جاتی ہوں۔				
20	I am a reliable person. میں ایک قابل اعتبار شخص ہوں۔				
21	I am usually disorganized in tasks عام طور پر میرے کاموں میں بے ترتیبی ہوتی ہے۔				
22	I habitually indulge to the task until it will complete. میں کسی بھی کام کو مکمل کرنے تک منحکم رہتا/ رہتی ہوں۔				
23	I become lazy when perform the duty. میں اپنی ذمہ داری ادا کرنے میں سست ہو جاتا / جاتی ہوں۔				
24	I teach with efficiently. میں مہارت کے ساتھ پڑھاتا / پڑھاتی ہوں۔				
25	I follow my plans from their start to an end. میں ابتداء سے لے کر اختتام تک اپنے منصوبوں پر عمل کرتا / کرتی ہوں۔				
26	I feel myself an unfocused person. میں خود کو ایک منتشر شخص پاتا ہوں/ پاتی ہوں۔				
27	I am depressive by nature. میں فطرتاً مایوسی کا شکار شخص ہوں۔				
28	I handle the stress in relax mood. میں پر سکون انداز میں پریشانی کو حل کرتا / کرتی ہوں۔				
29	I am anxious by nature. میں فطری طور پر ایک فکرمند شخص ہوں۔				
30	Sometime I feel fears a lot میں بعض اوقات بہت خوف محسوس کرتا / کرتی ہوں۔				
31	I become nervous easily میں آسانی سے پریشان ہو جاتا / جاتی ہوں۔				
32	Variation in task could not upset me. مختلف نوعیت کے کام مجھے پریشان نہیں کر سکتے۔				
33	I usually do work according to my mood میں کوئی بھی کام اپنی مرضی کے مطابق کرتا ہوں۔				
34	I pretend to be calm in tense situations. میں مشکل حالات میں بھی خود پر قابو رکھتا / رکھتی ہوں۔				
35	I do things in innovative ways. میں کاموں کو نئے نئے انداز کے ساتھ کرتا / کرتی ہوں۔				
36	I am curious to learn new things. میں نئی چیزیں سیکھنے کے لیے متجسس رہتا / رہتی ہوں۔				
37	I like originality in things. میں چیزوں کو ان کی حقیقی انداز میں پسند کرتا / کرتی ہوں۔				
38	I am an active imaginative person. میں ایک تخیلاتی شخصیت کا مالک انسان ہوں۔				
39	I handle the stress in relax mood میں پریشانی کو پرسکون انداز میں حل کرتا / کرتی ہوں۔				

40	I have aesthetic experiences. میں جمالیاتی تجربات کا حامل انسان ہوں۔				
41	I prefer to do work in my daily routine. میں اپنی روزمرہ زندگی کے کاموں کو ترجیح دیتا / دیتی ہوں۔				
42	I like to reflect with new ideas. میں نئے خیالات کے ساتھ دوسروں پر اثر انداز ہونا پسند کرتا / ہوتی ہوں۔				
43	I have few artistic interests. میں فنکارانہ تجربات کا حامل انسان ہوں۔				
44	I feel complexity in art. میں آرٹ کو سمجھنے میں مشکل محسوس کرتا / کرتی ہوں۔				
45	I feel difficulty to understand the Literature. میں ادب کو سمجھنے میں مشکل محسوس کرتا / کرتی ہوں۔				

*THANK YOU FOR YOUR PRECIOUS TIME...!!*

## Appendix-D: Interview Sheet for Heads

## Part I:

1. Gender:           a. Male         ☐      b. Female                  ☐
2. Qualification:       a. Master         ☐      b. M.Phil.                 ☐ c. PhD                     ☐
- Working Experience in years:
- a. 1-5   ☐      b. 6-10                     ☐
- c. 11-15   ☐      d. 16-20                   ☐
- e. 21 -25   ☐                               f. 26-30   ☐
- g. above 30

School Name: \_\_\_\_\_

## Part II:

**Please give the details to the following questions**

1. What is your opinion regarding your colleagues in respect to appreciating fellow members ideas?
2. Are your teachers energetic and enthusiastic towards students' learning? If yes, how and if not why?
3. Does teachers' sociability have impact on students' achievement? If yes how and if not why?
4. What is the reaction of your teachers when you give them suggestions?
5. What is your opinion regarding teachers' cooperation in the academic affairs in your institution?
6. What is your opinion regarding teachers' attention and vigilance toward their academic work?
7. Do you think that your teachers' work is innovative? If yes how and if not why?
8. What are the major qualities needed to become a successful school teacher?
9. How can we improve a teachers' personality to become a good teacher?

## Appendix-E: Observation Sheet for Teachers

### Part I:

1. Gender:                      a. Male                      ☐ b. Female                      ☐
2. Name of school: \_\_\_\_\_
3. Class: \_\_\_\_\_ 4. Subject \_\_\_\_\_

### Part II:

Scale for observing personality traits of teachers.

Sr. #	Statements	Never	Seldom	Occasionally	Frequently
	<b>Academic Performance Information:</b>				
1.	Kindness				
2.	Energetic person	1	2	3	4
3.	Enthusiastic	1	2	3	4
4.	Talkative person	1	2	3	4
5.	Friendly	1	2	3	4
6.	Rude Behavior	1	2	3	4
7.	Cooperative	1	2	3	4
8.	Careless	1	2	3	4
9.	Efficient	1	2	3	4
10.	Unfocused	1	2	3	4
11.	Anxious	1	2	3	4
12.	Calm person	1	2	3	4
13.	Active person	1	2	3	4
14.	Moody person	1	2	3	4
15.	Aesthetic experiences.	1	2	3	4
16.	Artistic mind	1	2	3	4
17.	Innovative	1	2	3	4

## Appendix-F: Teacher Made Test

### English

1. The causative agent of dengue is  
a) Bacteria b) mosquito c) virus d) house fly
2. When the first revelation what was the age of Prophet Muhammad?  
a) 30years b) 35years c) 40years d) 45years
3. Who conveyed the message to Prophet Muhammad from Almighty ALLAHA  
a) Hazrat Jibril b) Hazrat Israfil c) Hazrat Mikael d) Hazrat Israel
4. As a citizen of Pakistan what are your duties towards your country  
a) Love for mother land b) love for brother c) love for wisdom d) love for nation
5. Nishan e haider is the  
a) Civil award b) naval award c) military award d) govt award
6. Newspaper is the type of  
a) Electronic media b) print media c) multimedia d) none of them
7. Hazrat Asma was the daughter of  
a) Hazrat Umer farooq b) Hazrat Abu baker c) Hazrat Usman d) Hazrat Ali
8. When Propher Muhammad and his companion Hazrat Abu Baker migrate from Makkaha to Madina who supply the food  
a) Hazrat Ayesha b) Hazrat Asma c) Hazrat fatima d) hazrat Javaria
9. Who write the poem Daffodils  
a) T.S Eliot b) William Words worth c) Robert frost d) Wallace stevens
10. What is the chronological organization of Quaid e Azam Motto  
a) Discipline, faith, unit b) unity, faith, discipline  
c) Faith, unity, discipline d) discipline, unity, faith
11. sultan Ahmad mosques is situated in  
a) Pakistan b) Iran c) Turkey d) Afghanistan
12. Dark woods are symbolized in stopping by woods on a snow evening  
a) darkness spread around the world b) darkness in the mind of poet  
c) Death and departure around the poet d) death and departure to another world
13. One of the major cause of drug addiction s  
a) physical factor b) environmental factor c) biological factors d) social factors

14. Tobacco, heroin, marijuana is very harmful for the patient of
- a) Heart disease b) drug addict c) diabetes d) TB
15. In which type of pollution for the cause of Insomnia
- a) Water pollution b) noise pollution
  - c) environmental pollution d) wastage of factories



- ۱۔ اردو مضمون ”کابلی“ کس نے لکھا؟  
(۱) مولانا شبلی نعمانی (ب) سرسید احمد خان (ج) مرزا غالب (د) مولانا حالی
- ۲۔ ”اس زلف پہ پھبتی شب دیجور کی سوچھی“ کس شاعر کا مصرع ہے؟  
(۱) میر درد (ب) میر تقی میر (ج) جرات (د) میر انشاء
- ۳۔ ”آب حیات کے مصنف کون تھے؟“  
(۱) مرزا غالب (ب) میر تقی میر (ج) محمد حسین آزاد (د) نذیر احمد
- ۴۔ ”مرزا ادیب مصنف کا اصلی نام کیا ہے؟“  
(۱) اختر علی (ب) دلاور علی (ج) امیر علی (د) اکبر علی
- ۵۔ وہ نظم جس میں اللہ تعالیٰ کی تعریف و توصیف کی جاتی ہے کیا کہلاتی ہے؟  
(۱) غزل (ب) نثر (ج) حمد (د) نعت
- ۶۔ مشترک صفت کی بنیاد پر کسی ایک چیز کو دوسری چیز کی مانند قرار دینا کہلاتا ہے؟  
(۱) استعارہ (ب) تشبیہ (ج) ردیف (د) قافیہ
- ۷۔ ملت کے ساتھ رابطہ استوار رکھ، پیوستہ رہ شجر سے امید بہار رکھ کس کی نظم کے اشعار ہیں  
(۱) مولانا الطاف حسین حالی (ب) علامہ اقبال (ج) نظیر اکبر آبادی (د) مولانا ظفر علی خان
- ۸۔ ہمارے پاکستانی قومی شاعر کا نام بتائیں؟  
(۱) مرزا غالب (ب) میر درد (ج) علامہ اقبال (د) مولانا حالی
- ۹۔ شاعر انقلاب کس شاعر کو کہا جاتا ہے؟  
(۱) مسرت موہانی (ب) جوش ملیح آبادی (ج) مرزا سورا (د) حیدر علی آتش
- ۱۰۔ شاعری کی وہ قسم جس میں شاعر نے اپنا تخلص استعمال کیا ہو کیا کہلاتی ہے؟  
(۱) مطلع (ب) مقطع (ج) قافیہ (د) ردیف

- ۱۔ اردو ہندی تنازع کب شروع ہوا؟  
(ا) 1866 (ب) 1867 (ج) 1868 (د) 1869
- ۲۔ "Now or Never" کتاب کس نے لکھی؟  
(ا) قائد اعظم محمد علی جناح (ب) علامہ اقبال (ج) سر سید احمد خان (د) چوہدری رحمت علی
- ۳۔ سٹیٹ بینک آف پاکستان کا افتتاح کب ہوا؟  
(ا) 5 مئی 1948 (ب) 14 اگست 1949 (ج) یکم جولائی 1948 (د) یکم اکتوبر 1949
- ۴۔ حکومت برطانیہ نے کریس مشن کو برصغیر کب بھیجا؟  
(ا) 1941 (ب) 1945 (ج) 1946 (د) 1947
- ۵۔ قائد اعظم نے اپنے چودہ نکات کب پیش کئے؟  
(ا) 1927 (ب) 1928 (ج) 1929 (د) 1930
- ۶۔ دنیا کی دوسری بلند ترین چوٹی کون سی ہے؟  
(ا) مانگا پربت (ب) کے۔ ٹو (ج) تریچ میر (د) ایورسٹ
- ۷۔ شاہراہ ریشم کس درے پاکستان کو چین سے ملاتی ہے؟  
(ا) درہ گول (ب) درہ بولان (ج) درہ خجرباب (د) درہ خیبر
- ۸۔ پاکستان کا دوسرا آئین کب بنا؟  
(ا) 1956 (ب) 1961 (ج) 1962 (د) 1965
- ۹۔ مشرقی پاکستان ایک وطن کی حیثیت سے پاکستان سے کب الگ ہوا؟  
(ا) 1965 (ب) 1968 (ج) 1971 (د) 1972
- ۱۰۔ پاکستان میں پہلا مارشل لاء کب لگایا گیا؟  
(ا) 1956 (ب) 1957 (ج) 1958 (د) 1959

- 1- رسول پاک ﷺ نے نبوت کے کون سے سال اللہ کے حکم سے مکہ مکرمہ سے مدینہ منورہ ہجرت فرمائی۔
- 1- بارہویں سال 2- تیرہویں سال 3- چودہویں سال 4- پندرہویں سال
- 2- رسول پاک ﷺ نے مکہ مکرمہ سے مدینہ منورہ کس غار میں قیام فرمایا۔
- 1- غار حرا 2- غار ثور 3- جبل نور 4- کوہ صفا
- 3- قرآن پاک میں کتنے مصارفِ زکوٰۃ بیان کئے ہیں۔
- 1- 6 مصارف 2- 8 مصارف 3- 10 مصارف 4- 12 مصارف
- 4- یوم الفرقان کے کیا معنی ہیں۔
- 1- فیصلے کا دن 2- قیامت کا دن 3- روزِ جزاء کا دن 4- حساب کا دن
- 5- تورات آسمانی کتاب کس پیغمبر پر نازل ہوئی۔
- 1- حضرت عیسیٰ 2- حضرت موسیٰ 3- حضرت داؤد 4- محمد ﷺ
- 6- نزول قرآن پاک کا عرصہ کتنا ہے۔
- 1- تقریباً 21 برس 2- تقریباً 22 برس 3- تقریباً 26 برس 4- تقریباً 27 برس
- 7- بارش برسانے والے فرشتے کا کیا نام ہے۔
- 1- حضرت جبریل 2- حضرت میکائیل 3- حضرت اسرافیل 4- حضرت اسرافیل
- 8- رشوت لینے اور دینے والے ہیں۔
- 1- جنتی 2- جہنمی 3- کافر 4- بھٹکے ہوئے
- 9- خاتم النبیین کس پیغمبر کو کہا گیا ہے۔
- 1- حضرت ابراہیمؑ 2- حضرت محمدؐ 3- حضرت یحییٰؑ 4- حضرت عیسیٰؑ
- 10- انسان کو دوسری مخلوق پر برتری کس وجہ سے ہے۔
- 1- عقل 2- شعور 3- علم 4- دولت