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Impact of Teacher Personality on Learner Development at Primary Level

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Article Details

ABSTRACT

Key words: Teachers, Personality, Learner, Development

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The study was designed to explore the impact of teacher's personality on learners development at primary level in District Bagh AJ&K. The objectives of the study were: to explore the impact of primary school teacher's personality on learners' development, to find out the relationship between teacher's personality and learners' development. Purpose of this study was to assess the methods and procedures applied for exploring this phenomenon were discussed in detail. A descriptive, survey design was chosen for this study. The population of this study was all the elementary teachers' of public schools present in the district Bagh, AJ&K. The size of the sample for this study was 313 divided among 78 male rural and 78 male urban teachers and 78 female urban and 79 female rural teachers. In order to carry research study self-constructed questionnaire was used to collect or gather relevant information or data for this research. The statistical Package for Social Science (SPSS-24) was used to find out the results concerning this investigation. Suggestions has been provided based on findings. Main findings of the study were; Majority of the respondent of public sector are agree about there is teachers flexible personality is the best way towards learners development, teacher's physical appearance influences on students active learning, Polite teacher has positive impact on students learning, teachers' introvert personality makes it easier to regulate learners' emotions, Confidence is a key factor for learner development.

INTRODUCTION

The personality and the character of the man developed after a long period of thinking, feeling and acting. However, the person cannot be defined as a natural inclination to act in the way to behave, or in response to the environment. The nature of the thought of man is meant to explain the reasons for my decision stands then in the person do it. According to Polk, (2006) personality is a key predictor of happiness. If not warrant the conclusion, that it be analyzed in terms of causation, in which your studies researcher, the effectiveness of which is, or according to the nature of the ineffectiveness of the doctrine of the personality and of them indicate, any more than that which he is. In the most to the senses of study, the example of the power of the causal activity, which is directs my nature to kill the master of the investigators of the customs, and discipline to self-examination, and then again the cause which was either the result of the recent achievements by the students. I found these studies support a causal model, most of the research on the personality of the student teachers are seeking bond between two variables. The investigation of the effect of the teachers of the student's personality and in the fact that his academic and behavior: in their learning in the classroom. The teacher is a vital part of the classroom and what is the most important factor influencing the performance of student teachers. Academic studies exploring the effects of the matters students, teachers and other teachers in the person finds the profiles of the person to be more effective learning developer .

The teacher's personality and obvious effect was seen by teaching effectiveness. An effective learning goals defined by doctors as a proper fit for students. The effectiveness of the goals relating to student learning, which actively pursue a master teaching, study and teaching of purpose, and the knowledge and skills to adapt to deal with different situations (Anderson, 1991).

After the family, school is because the child is the basic institution. Apart from the parents the student's-teacher respect sorties from the front seats to be done for the development of academic and social performance. The modern understanding of education today can be deemed effective for intellectual development and function, not only children, but only on the shoulders master of character development. Carrying out this task is only possible by a teacher's ability to develop healthy personality and power transmission efficiency in their relationships with students to develop their own personality. Education is the most important agenda item of the order of the nation. But it was not the emphasis on personality. Emphasis should also focus on the person, in that he is a friend in need is education. The teaching profession needs to be improved, as set out in the plan of development of education shows that the teacher is the main person to play an important

role in the realization of the development plans of education. Focuses on good teacher's personality attempted to identify any factors that affect educational performance accept it on purpose.

The performance of teachers is influenced by the personality characteristics of teachers. The personality predictors may also evaluate the effectiveness of teaching. There are many studies that show a significant predictor of personality is an effective learning. Understanding the effectiveness of the relation between individual and a teacher of doctrine: The doctrines of the personality help identify which moves on the effectiveness of their own, and that the doctrine is fitting for that person to be the best to choose for your teaching or if the method is able to more efficiently. The effective personality depends on learning how to choose the teacher teaching method. This is a property and each person will lead to the choice of teaching done by teaching effectiveness.

Fauziah (2013) the person as teachers not only reflects the performance in the classroom, especially for those not know where the program activities, materials, but also in the classroom management techniques and strategies interaction with students (Henson and Cicero 2002). On a basic level of education and education is understood that the greater part of their time either formal education cycle. They know how to work and play with others. The student learning is the primary focus in the education system, which is the principal factor that affects the development of their learning and the teacher to the disciple (Yaseen 2010). A person does not play any role in the teaching profession as an important profession. After viewing the above researches there is a need to explore the effect of personality of teachers on students' development at primary level because primary students are influenced easily by the teachers' personality.

Teaching depends on the ability, hard work, personality and behavior of the teachers, many teachers have under-estimated the impact of their personality on learner's development. Teachers, need to be aware of their personality for improving Learner's development at primary level. It is imperative to determine the relationship between teachers' personality and Learner's development in any educational system. On the other hand, there has been little research with regard to the link between teachers' personality and learners' development at primary level. Personality is one of the factors in improving the teaching effectiveness. However, the problems may arise on how to identify the personality dimension of teacher based on: relationship between personality and teaching effectiveness. Therefore, the researcher intends to analyze the impact of teacher personality on learner's development at primary level in Bagh AJ&K.

OBJECTIVES OF STUDY

1. To identify the factors of teachers' personality who effect the learners' development at primary school level.
2. To find out the impact of teacher's personality on learner's development at primary school level.

LITERATURE REVIEW

The personality comes from Latin "charm" that the person is healthy mask (person). To the beauty of it is referred on each occasion. According to the mind (Binti, 2014) includes personality thoughts, perceptions, values, attitudes, behavior, strength and confidence, intelligence, motivation, habits, etc. Mischel (1999) set forth the reason and the culture of psychophysical systems that determine the motion of the order of, and in the one of them. In everyday life, we cannot deny the fact that we are very difficult to perform fully human perfection. We can all become men. This does not mean we are out of human decay, the first instinct when they met (Sidek, 2005). According to Pervin & John (2001), "personality is the largest part of the field of psychology that everyone who looks at individuals and businesses (cited in the Dorny, 2005). Personality is organized and carried the one that represents the collective system of the main activity of the individual subsystems (Mayer, 2007)

Because this concept is widely studied by means of Personality "personality psychology" is taken as a separate discipline of psychology. The psychology of personality analysis deals with the basic theories about human nature and personality old ideas; they must meet the motivating the history, development and maturity (Hogan, 1998). Suppose there are two peoples, born of time, but it does have the same advantages, the actions of the different areas of our thoughts and affections: for there is in them with which signified: What is one thing, what is said to be "within which the personality" (Kasschau, 2000). Allport introduced the concept of personal definition: "the dynamic organization in their individual psychophysical systems that determine its unique referring to the mainstream" (Robbins et al. 2009).

In simple words, which is collected personality can be defined as the intrinsic and extrinsic features that can affect the behavior and the individual. To evaluate the fundamental for human existence; traits and attitude to play the main role are important. Many authors have applied the theories of the present power individual is different. When the last several years, we can observe the agreement of the model with a general comprehensive personality is robust to large men, five of five consisting of all extraversion Person, conscience, compassion, and neuroticism emotional stability (Wortman et al, 2012).

Brand relationships with the rank of extraversion comfort. And it's a personality characteristics of the active, assertive, talkative, function, and social, outgoing, energetic, ambitious, and emergencies. These are good and active, full of positive energy (Barrick mountain, 1991; Goldberg, 1990) communication. The friendship of the difference in regards to the man than to the other. This feature is represented personality characteristics cooperating with the open, tolerant, gentle and altruism, emotionally supportive, courteous, kind, flexible and self-sacrificing (Barrick mountain, 1991).

Represents different features that the secondary organization, reliable, guilty, compliance, orderly, diligent, watchful, careful, prudent intelligence, avoids terror, systematic, comprehensive, reliable, determines and goal is focused to succeed (Digman; 1990, Barrick and mount, 1991). He looks Neuroticism emotional stability. Pray and McCrae (1992) neuroticism defined by the words, "means that changes every neuroticism tend to experience the torture and emotionally unstable, said and unequal." No matter what size the person penalties a new culture, aesthetics, sensitivity, legal-minded intellectual, creative (Barrick mountain, 1991).

Teachers play an important role in the lives of students in a formal game experience (Baker and Grant Morlock, 2008). Although most research on the relationship between teachers and students investigating years of elementary education, teachers have a unique ability to support the development of students at all levels of academic and social levels.

An effective teacher can be described as someone who has high expectations for all students, contributes to the academic, positive attitude and social outcomes of students, uses various resources to plan, monitor and adjust learning opportunities, contributes to the development of classrooms with a civic mentality, and collaborates with administrators, parents and other faculty members to continuously improve their classroom practices (Goe, Bell and Little, 2008). The Personality of the teacher contributes significantly to the academic aspects of the students. Both teacher personalities and student motivation in academic activities have a significant joint relationship (Mohammad, Abraham and Singh, 2011).

Therefore, to improve and promote a student, the motivation of study, interest and discipline can be achieved through the good quality of the teacher's personality ability, and promote the motivation of a student's study and interest and Discipline can be achieved through the good quality of the teacher's personality ability. (Kheruniah, 2013, Hirota, Anjos, Ferreira, and DeMarco, 2016).) Students learn more from those teachers who have a good qualification and personal experience. It is necessary and important that the physical education teacher clarify all the issues

for the students, be patient with the students and promote the level of confidence of the students. The teacher is considering a role model for the students (Mohammad, Abraham and Singh, 2011). If the teacher maintains his personality, updates his knowledge, maintains the management of the class and adopts good communication skills during the conference, he not only helps the students to learn well, but it will also improve the general academic performance of the students (Chek , & Pandey, 2016). Novojenova and Sawilowsky (1999) conducted an investigation on the transmission of personality traits in the classroom from teachers to students. Before and after a lesson taught by a new teacher, students received a checklist about their personality, attitudes and beliefs. The data revealed that the personalities of the students were significantly affected and changed from before until after the lesson. This study shows how strongly the personalities of teachers can affect their students, since they were modified within a class period. In addition it is asserted that personality is a basic predictor of teacher success and that weakness in personality is a major cause of student failure. Given that this effect appears to be very significant in the classroom, it is not surprising that research supports the personalities of teachers playing a role in student achievement and teacher effectiveness.

Research on the effects of the teaching personality has been carried out for a long time and many researchers have come to the conclusion that the teaching personality is the most important variable in the work in the classroom. Much of the research focuses on the different strengths and weaknesses of different personality types such as teachers, communicators and leaders in the school system. And, other articles attempt to determine which personality traits are most desirable for teachers and educators. However, others postulate theories about how and why the teacher's personality affects the effectiveness and performance of students. In a review of previous research, Polk (2006) found that personality is a basic predictor of teacher success. If the causality could be inferred from the studies analyzed by the researcher, this would indicate that the personality causes effectiveness in the teaching or inefficiency, according to the personality trait that is discussed. In a more empirical study, the researchers sought to explore the causal model that the teacher's personality directs about the teacher's instructional behaviors, which in turn causes the results or achievement of the students.

After analyzing the data from the physical education program for ten lessons, the researchers found that the teacher help the student's personality changes made by accidentally cause. While these studies, and for helping found there none of the causal model, we seek most of all to the research in personality, Master, it is done as teacher and student of correlational link between the two

variables. For example, a study in China has found a relationship between a teacher and student performance (Zhang, 2007). Other variables are kept overwhelming nature of the relationship rumors about the expectation game. In another study, researchers found that personality into an academic study has had the effect of teachers, classroom behavior (Fisher and Kent, 1998).

To determine personality characteristics are more than successful in the classroom, many researchers use the Type A Witness Myers Briggs (MBTI) personality types 16 refers to one of the doctors (Fairhurst and Fairhurst, 1995). There are four dimensions, in which judges MBTI preferences extra participant version of introversion, sensing intuitive and perceptive sense of thinking. When the statute of the preferences, that is, four of those taking part to the writing of the letters that correspond to the kind of the character of the life of the preference to attain to this (that is, the ENFJs, ISTP). Cause of this study, the size of this IE will be a focus of discussion. 3 For if a man take of the nature of the power or the internal way, he explains. They are said to Extroverts can easily understand that the friends of the salvation of the many, more great, the payment of what they are saying, they do not care to cut up and with them out of the midst of the conversationalists know what is good and what is done to them.

Teacher training college students also showed a preference for introversion. Therefore it seems to be teachers, but also more extroverted account. In the study of teachers considered extraordinary is effective from the League Master's acceptance in Florida (Flor), researchers found these requirements are significantly more extroverted compared to a random sample of the letter, which Florida took the MBTI (Ruston, Morgan and Richard 2007).

And in fact, the multitude of those who had the oversight of personality ENFP, however, of the race of men, and in place of the representations in the 32% excess flot in teachers shows that the personality of preference. Similarly, in the study of protein Florida Master default (Sports) are preferred compared to the general population extraversion higher percentage of doctors in the state (and Juola Rushton, Rushton, 2006).

These studies of many that were come, unless first of support of extraversion and desirable personality trait that in order for teachers to. In the study by consulting doctors, supervisors Researchers have determined are most suited consultants, as extroverted than 70 translators who have been more effective and more extroverted consultants (Savelsbergh & Staebler, 1995). In addition, physical education teachers that they were safe, confident and independent assertive 18 (extraversion traits are all alike) have been effective in encouraging better student and a more introverted those teachers have said that the results.

RESEARCH METHODOLOGY

The reason of this research study was to conclude the impact of teacher's personality on learner's development at primary level in BAGH AJK. It is important to gain awareness about the teacher personality on learner development. Descriptive and survey study requires gathering data which defines actions and then arranges, depict and defines data assemblage (Glass & Hopkin 2010). A descriptive, analysis design was selected for this study to analyses impact of teacher's personality on learner's development. The population of this study is entirely the primary school teacher's of public institutes in the district Bagh, Azad Jammu and Kashmir. The reason for selecting primary school teachers only was according to the requirement of my study topic and further the students at primary level are influenced quickly as compare to the higher level students. Therefore the researchers selected only primary level teachers and their impact on learners on primary level. The reason for selecting public sector primary schools was that private sector schools are found only in urban areas where teachers students and masses were found having good personality, whereas most the schools in rural areas are public sector schools and there found the teachers not paying attention towards the personality. From the population of all public elementary teachers in District Bagh, Azad Kashmir, 313 teachers were selected as sample. It was divided into 78 male urban 79 male rural teachers and 78 female urban and 78 female rural teachers from public schools and 65 male teachers. Random sampling was employed for the selection of sample. In order to conduct the study, a self-constructed tool was used to collect information and data relevant to this study. The research questionnaire was carefully monitored for randomly selected samples of the research community through the researcher. At the time of dispensing the tools, the adjustment was extended where the purpose of the survey was stated, so that all respondents in the sample would meet together or individually in their corresponding school.

DATA ANALYSIS

Quantitative data was collected through questionnaire which was tabularized, analyzed and construed in the light of objectives. The frequency and chi squared value was calculated.

TABLE 1: TEACHERS' INTROVERT PERSONALITY MAKES IT EASIER TO REGULATE LEARNERS' EMOTIONS.

Male	1	7	16	80	52	156			
Female	0	9	24	54	70	157	10.547a	4	.032
Total	1	16	40	134	122	313			

Table 1 explores the relationship between teacher gender and their perceptions of whether an introvert personality helps in regulating learners' emotions. Male teacher have response as Strongly Disagree (SDA): 1 (0.6%), Disagree (DA): 7 (4.5%), Undecided (UD): 16 (10.3%), Agree (A): 80 (51.3%) and Strongly Agree (SA): 52 (33.3%) Similarly Female Teachers: Strongly Disagree (SDA): 0 (0.0%), Disagree (DA): 9 (5.7%), Undecided (UD): 24 (15.3%), Agree (A): 54 (34.4%) and Strongly Agree (SA): 70 (44.6%). Statistical Test Results: Chi-Square Value (χ^2) = 10.547, Degrees of Freedom (df) = 4, p-value = 0.032. The Chi-Square test reveals a statistically significant relationship between gender and teachers' perceptions of whether an introvert personality aids in regulating learners' emotions ($p = 0.032 < 0.05$). This suggests that male and female teachers differ meaningfully in their views on this statement. Although a majority of both male and female teachers agreed or strongly agreed with the statement, female teachers were more likely to strongly agree (44.6%), while male teachers had a higher proportion of simple agreement (51.3%). A slightly larger share of female teachers remained undecided (15.3%) compared to males (10.3%). Disagreement levels were relatively low among both groups.

CONCLUSION

There is a gender-based difference in how teachers perceive the role of introversion in emotional regulation within the classroom. While both male and female teachers generally support the idea, female teachers show stronger agreement overall, indicating potential gender-related nuances in personality perception or classroom management style.

TABLE 2: CONFIDENCE IS A KEY FACTOR OF TEACHER'S PERSONALITY

Gender	SDA	DA	UD	A	SA	Total	Chi-Square	df	Significant
Male	0	0	8	62	86	156			
Female	0	0	2	51	104	157	6.373a	2	.041

Total	0	0	10	113	190	313
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Table 2 presents the distribution of teachers' responses—categorized by gender—on the statement that *"Confidence is a key factor of a teacher's personality."* Male Teachers (n = 156): Undecided (UD): 8 (5.1%), Agree (A): 62 (39.7%), Strongly Agree (SA): 86 (55.1%) similarly Female Teachers (n = 157): Undecided (UD): 2 (1.3%), Agree (A): 51 (32.5%) and Strongly Agree (SA): 104 (66.2%). Statistical Test Results: Chi-Square Value (χ^2) = 6.373, Degrees of Freedom (df) = 2, Significance (p-value) = 0.041. The Chi-Square test result indicates a statistically significant association between gender and responses to the statement regarding confidence as a key personality trait in teachers ($p = 0.041 < 0.05$). This implies that gender has a meaningful influence on how teachers perceive the role of confidence in their profession. Both male and female teachers overwhelmingly agree or strongly agree with the statement, but female teachers show a stronger tendency to "strongly agree" (66.2%) compared to male teachers (55.1%). Conversely, male teachers are more likely to select "agree" (39.7%) than females (32.5%). Additionally, a slightly higher proportion of male teachers were undecided.

CONCLUSION

Confidence is widely recognized by both male and female teachers as a critical component of a teacher's personality. However, the significant gender difference in response patterns—particularly the stronger endorsement among female teachers—suggests subtle differences in how confidence is valued or expressed across genders in the teaching profession. This finding may inform further research on gendered perceptions of teacher effectiveness or personality traits.

TABLE 3: TEACHER'S QUALIFICATION HAS POSITIVE IMPACT ON STUDENTS LEARNING

Gender	SDA	DA	UD	A	SA	Total	Chi-Square	df	Significant
Male	0	1	13	73	69	156			
Female	0	1	1	67	88	157	12.839a	3	.005
Total	0	2	14	140	157	313			

Table 3 presents the distribution of male and female teachers' responses to the statement *"Teacher's qualification has a positive impact on students' learning."* Male Teachers (n = 156): Disagree (DA): 1 (0.6%), Undecided (UD): 13 (8.3%), Agree (A): 73 (46.8%), Strongly Agree (SA): 69 (44.2%), Female Teachers (n = 157): Disagree (DA): 1 (0.6%), Undecided (UD): 1 (0.6%), Agree (A): 67 (42.7%),

Strongly Agree (SA): 88 (56.1%). Statistical Test Results: Chi-Square Value (χ^2) = 12.839, Degrees of Freedom (df) = 3, Significance (p-value) = 0.005. The Chi-Square test result shows a statistically significant association between gender and teachers' views on whether qualifications positively impact student learning ($p = 0.005 < 0.01$). This indicates that gender significantly affects how teachers perceive the value of qualifications in the teaching-learning process. While both male and female teachers overwhelmingly agree or strongly agree with the statement, female teachers were more likely to strongly agree (56.1%) compared to male teachers (44.2%). In contrast, male teachers were more likely to be undecided (8.3%) than females (0.6%).

CONCLUSION

There is a strong consensus among teachers, regardless of gender, that qualifications positively influence student learning. However, the statistically significant difference in response patterns suggests that female teachers more strongly emphasize the importance of qualifications, while male teachers display slightly more uncertainty. This gender-based variation may reflect differing professional experiences or attitudes toward formal credentials.

TABLE 4: TEACHERS DRESSING STYLE HAVE A POSITIVE IMPACT ON STUDENTS' DEVELOPMENT

Gender	SDA	DA	UD	A	SA	Total	Chi-Square	df	Significant
Male	0	1	19	72	64	156			
Female	0	7	3	77	70	157	16.57	3	.001
Total	0	8	22	149	134	313			

Table 4 explores the relationship between teacher gender and their perception of the statement "*Teachers' dressing style has a positive impact on students' development.*" Male Teachers (n = 156): Disagree (DA): 1 (0.6%), Undecided (UD): 19 (12.2%), Agree (A): 72 (46.2%), Strongly Agree (SA): 64 (41.0%). Female Teachers (n = 157): Disagree (DA): 7 (4.5%), Undecided (UD): 3 (1.9%), Agree (A): 77 (49.0%), Strongly Agree (SA): 70 (44.6%). Statistical Test Results: Chi-Square Value (χ^2) = 16.570, Degrees of Freedom (df) = 3, Significance (p-value) = 0.001. The Chi-Square test shows a statistically significant association between gender and teachers' responses to the impact of dressing style on student development ($p = 0.001 < 0.01$). This indicates that gender significantly influences teachers' views on this matter.

CONCLUSION

The results suggest that most teachers, regardless of gender, believe that dressing style plays a positive role in student development. However, the significant gender difference in response patterns—especially in levels of indecision and mild disagreement—highlights that female teachers are more uniformly convinced of this belief, whereas male teachers show slightly more hesitation. This may reflect underlying gendered attitudes toward professional appearance in educational contexts.

TABLE 5: TEACHER'S SKILL TO TACKLE THE CLASSROOM ISSUE HAS POSITIVE LEARNING IMPACT ON STUDENTS LEARNING.

Gender	SDA	DA	UD	A	SA	Total	Chi-Square	df	Significant
Male	0	0	2	95	59	156			
Female	0	0	12	71	74	157	12.301a	2	.002
Total	0	0	14	166	133	313			

Table 5 analyzes teachers' perceptions—based on gender—regarding the statement "*A teacher's skill to tackle classroom issues has a positive impact on students' learning.*" Male Teachers (n = 156): Undecided (UD): 2 (1.3%), Agree (A): 95 (60.9%), Strongly Agree (SA): 59 (37.8%) , Female Teachers (n = 157): Undecided (UD): 12 (7.6%), Agree (A): 71 (45.2%), Strongly Agree (SA): 74 (47.1%). Statistical Test Results: Chi-Square Value (χ^2) = 12.301, Degrees of Freedom (df) = 2, Significance (p-value) = 0.002. The Chi-Square test indicates a statistically significant association between gender and teachers' responses to the statement on classroom management skills and their impact on student learning ($p = 0.002 < 0.01$). This demonstrates that gender plays a meaningful role in shaping teachers' perceptions of the importance of classroom management skills.

CONCLUSION

There is strong overall consensus that a teacher's skill in handling classroom issues positively affects student learning. However, the statistically significant gender difference suggests that female teachers more strongly affirm this belief, whereas male teachers tend to agree more moderately and show less indecision. These findings may reflect gender-based differences in classroom experiences, expectations, or confidence in managing student behavior.

CONCLUSION & RECOMMENDATIONS

It is concluded that both public male and female teachers are agreed that the teacher's flexible personality is the best way towards learner's development and teacher's physical appearance influences on students active learning, polite teacher has positive effect and friendly Teacher's had positive impact on learner's development.

On the basis of findings of the study following recommendations were made: The current study assesses primary level students at the primary level only. One may even want to consider conducting this study by doing a cross comparison between low performing schools and high performing schools, to determine if teacher personality types differ in those environments. Teachers may improve their personality to have a good impact on students learning. It was found in the study that teachers dressing style have a positive impact on students development and they always try to copy their teachers dressing, therefore teacher may pay full attention towards his/her dressing while in school. It was found in the present study that teachers attitude has a relation with the learners' development; therefore it is strongly recommended they should show the positive attitude while in the school. It is found in the study that the teacher's skill to tackle the classroom issue has positive learning impact on students' learning. Therefore the teachers should always be positive in tackling the classroom issue.

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