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**The Impact of Teacher's Personality on Learners Educational Outcomes**  
**The Case of Third-Year EFL Students at Dr MOULAY TAHER University**

A thesis submitted as partial fulfillment of the requirements of the Degree of *Master* in didactics

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## **Declaration of originality**

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution

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## **Dedication**

I dedicate this humble work to:

My beloved parents, my caring sister “DJAMILA”, my dear brothers “MUSTAPHA “ „MOHAMED “ and “ABDELDJABAR” who have been my source of inspiration and gave me strength when I thought of giving up who continually provide their moral, spiritual and financial support along my educational journey at this university

May Allah blesses them all and keep us for each other.

My best teachers in the English Department: Mrs. ADNANE TAHIA, Mr. LAKHDARI SLIMANE, and Mrs. BOUBAKEUR SIHAM

Finally, to all who helped me with a smile, patience to make this research possible Great thank to all

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## **Abstract**

This study attempts to explore the impact of an EFL teacher's personality on his /her students' learning outcomes. The purpose of this work is to gain a deeper understanding of the relationship between specific teacher personality traits and the academic achievements of EFL learners. It was conducted at the ELT department of SAIDA University, with third-year LMD students. The researcher has conducted data through constantly observing the EFL learners over ten sessions (06), along with their teachers inside the EFL classroom. In addition, forty (40) students participated by filling in a questionnaire, which was prepared taking into consideration the five personality dimensions. Moreover, six different teachers were face to face interviewed. Finally, the collected data were analyzed and discussed by the researcher in order to offer definite findings, the results proved the significant impact of teacher personality on students' academic achievements, these data also showed the vital role that teacher's personality play in the educational outcomes of EFL learners. In conclusion, this study proved the necessity of being aware of teacher's personality impact on student, and offered precious recommendations for the educational members, as well as for future researchers.

***Keywords:*** Academic Achievements, Personality Dimensions, EFL Learners, EFL Teacher's Personality.

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## **List of Abbreviations**

BFM	Big Five Model
EFL	English as a Foreign Language
LMD	License, Master, Doctorate
OCEAN	Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism

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- Appendix A     Students' Questionnaire
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### General Introduction

One of the main pillars of the effective educational system is the teacher. Thus, the personality of the teacher has been recognized as the most crucial factor in the teaching-learning process, that shapes student's educational outcomes. For this reason, researchers have put much intention to the effect of teacher's personality on the entire educational system.

Studies have shown that personality traits of teachers can significantly impact their teaching effectiveness. Early researche has determined that teachers who possess certain personality traits, such as agreeableness, empathy, and emotional stability tend to be more effective in promoting positive student outcomes, including academic achievement and social-emotional development. On the other hand, teachers who exhibit negative personality traits, such as neuroticism, hostility, and low agreeableness may have a detrimental effect on students' academic performance, motivation, and overall well-being, which in turn, negatively impact their educational achievements.

Understanding the impact of teachers' personality on student outcomes can provide insights into how to better support teachers and improve educational outcomes for students. However, it is essential to note that personality is just one of many factors that can influence students' educational achievements, as well as teachers' effectiveness such as classroom environment and feedback.

The influence of teachers' personalities on students' academic achievements has been widely recognized in educational research, where the particular personality trait of a certain teacher, has been reflected on his/her students' learning outcomes, either positively or negatively. Thus, it has been the researcher's primary concern to dig for the subject.

This research work has been conducted in the Algerian context for the sake of examining the existing relationship between EFL learners' educational outcomes and their teachers' personalities. In addition to prospecting the breadth to which EFL learners' academic accomplishments can be influenced by the educator's personality. In the purpose of gaining a better understanding of this psychological issue, the research will stress the following main questions:

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- ✓ Is there any remarkable relationship between teacher's personality and students' educational outcomes?
- ✓ Is EFL students' inability of achieving the learning outcomes related to the personality of teachers?

The academic achievements of students are the determiner of a certain educational system's effectiveness. Thus, the main focus of the administrations and instructors is to ensure the students' ability of achieving their learning outcomes. Therefore, the researcher hypothesized that learners' inability to achieve the desired educational outcomes may be a consequence of the negative teacher's personality traits, as well as their ability may be due to their teacher's positive personality traits. Henceforward, the personalities of teachers may be interrelated to their learners' academic outcomes.

In order to answer the questions mentioned above, and also to confirm or decline the hypotheses proposed, the researcher has utilized the mixed method, regarding the subject's nature, its aim, and the sample population addressed. In which forty (40) EFL third-year LMD learners participated by filling in a questionnaire, in addition, six (6) EFL teachers were involved in the interview process, as well as six (6) classroom observations where both teachers with their students engaged in the research work, which has taken part in the ELT departments of SAIDA university.

This dissertation consists of the review of the related literature at the primary chapter, and the practical operations on the later two chapters. The first chapter discussed theoretically some issues that are related to the subject; which divide the chapter into two main sections; personality and learning outcomes. The first section includes personality definitions proposed by different scholars, in addition to an outlook concerning teacher's personality. It also tackled the personality dimensions focusing on the big five personality model. In addition to the qualities that determine the good teacher, as well as the relationship between teachers' effectiveness and their personalities. While the second section involves an overview about student's perception of learning, as well as some definitions of learning outcomes, then, the five types of learning outcomes were mentioned briefly, along with the individual differences that relates to students.

The second chapter contains the research variables, and its sample population, in addition to the research methodology followed by the researcher, as well as the data collection procedures. It also



## General introduction

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involves the descriptions of the tools utilized (students' questionnaire, teacher's interview, classroom observation), also the implications and limitations of this study. However, the last chapter consists of different aims of the tools, plus the analysis and interpretations of results gathered by those tools, along with the discussion of findings, in addition to recommendations for further studies. Moreover, each chapter includes brief introductory passage with brief conclusion.

One of the most crucial issues that to be explored is this study, since it highlights the existence of the great influence that teacher's personality can have on learners' educational outcomes. Moreover, this work is considered as an endeavor to make the educational members (ministry of higher education, administrations, and instructors) more aware towards this subject. In which paying attention to teacher's personality trait is necessary. Therefore, this research is driven by its goal, which **present** accurate results about how EFL learners' learning outcomes are remarkably impacted by teacher's personality, in addition to have a clear idea about the suitable personality trait that every teacher should have, for their students' best achievements. Furthermore, this study is **considered** as a guideline for other researchers who interestingly **attempt** to do further research on the topic, which will provide them with detailed facts.

# **Chapter One:**

# **Teachers ' Personality,**

# **Learning Outcomes**

## **1.1 Introduction**

This chapter is a review of literature based on research from the few past years, which can prove the existence of a strong relationship between learners' learning outcomes and teachers' personalities. Relevant research ideas retrieved from websites, dissertations, books, and journals are mentioned. It is composed of two parts, the first deals with "the personality of the teacher", and the second part addresses "students learning outcomes". therefore, the core of this chapter is these two variables

The researcher attempts to present an overview of teacher's personality, dimensions of personality (extroversion, agreeableness, conscientiousness, openness, neuroticism), qualities of a good teacher, and the relationship between teachers' effectiveness and their personalities, these all are covered in the first section concerning teacher personality. Regarding the second section of learning outcomes, students' perception of learning will be assembled, so as the different types of learning outcomes, also the various students' differences that concern the study.

This literature review will provide clear evidence for understanding to what extent teachers' personality is related to learners' educational success

## **1.2 Part One: Personality**

### **1.1.1. Definitions of Personality**

Countless theorists and psychologists have offered a variety of personality definitions. The majority of them coincided with the idea of the origins of the term "personality", which is the Latin word "persona", a term used in ancient Greek civilization, referring to the mask worn by actors. Weinberg and Cloud (1999) gave a general description of personality by claiming that all features that specify persons as unique individuals are under the umbrella of their personalities

In this term, Guilford J.P (1959) presented a very broad assumption, in which he claimed that the combination of a person's special traits identifies his/her personality. For Funder, D (2000), "personality refers to individuals' characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms, hidden or not, behind those patterns" this definition

means that individual's personality is made up of the particular patterns of his thoughts, feelings, and actions, in addition to the prospective psychological procedures that upturn. According to Cattell (1950, p.2), one's personality provides the ability to predict his / her reactions in certain circumstances.

As asserted by Watson, J.B (1930) the term personality has been referred to the behaviors detected through actual observations over a sufficient amount of time that supply accurate information. Differently, Munn. N .L (1961) came up with an idea about what personality means by stating that personality is the individual's unique mixture of structures, concerns, actions, affections, skills, and interests.

Based on Allport (1961, p. 11 ) the dynamic internal organizations of persons' s psychophysical systems which govern their responses to their surroundings is what we call personality, i.e. Personality consists of all the active operations in individuals related to their psychophysical systems that control their adaptability to the environment. Similarly, Robbins (1998) affirmed that individuals' personalities are made up of all their responses to others, as well as their interactions with them.

Because of the multiple personality theories which have been expanding in its research field, numerous definitions have been given along that journey. Though, no two psychologists could ever be agreed on one similar definition.

### **1.1.2. Teacher's Personality**

Teachers are defined as the main source of help, knowledge, and guidance for students, their duty does not revolve only to teaching, they teach, mentor, counsel, and educate, in addition to being an external parent and a role model to students in the teaching-learning environment. From this we understand that the teacher is the dominant factor in the teaching-learning process who acts as the driver of student 'success.

Kothari and Pingale (2015) improved the idea that the practice of teaching is a set of individuals 'interactions, which are cumulatively effected by the teacher' personality himself. This means that being a teacher strongly required owning personality. For Tucker, Sronge, and Hindman (2004),”

teacher's personality refers to the inner-qualities of a teacher, observed from the teacher 'expression of values, beliefs, behavior, and attitude'

Results revealed from different researches indicated that numerous issues related to learner' disciplinary behavior, motivation for learning, achievement orientation, and social attitudes are mostly occurs in response to the imperfect personality of teachers since teaching is not only taught but also transmitted through the personality of the teacher. Therefore, Hamalik (2002) stressed on the idea that teacher's emotional stability, responsibility, realistic attitude, honesty, openness, and sensitiveness are essential for being a teacher.

According to Al-Ghazali's statement, which is mentioned in Zainuddin' book''' Ihya'Ulumuddin'' students may directly or indirectly be influenced by their teachers, whom may commit such influence with or even without an intention. And considering students are seeing their teachers as an example during their life- long learning, teachers should pay a great attention to their attitudes, morals, believes, and all what embody their personalities (Zainuddin, 1991)

### **1.1.3 Dimensions of Personality (The Big Five Model)**

Actions, thoughts, and feelings are what characterize personality, and it distinguishes one person from another. Since psychologists were interested to know the secrets of individuals' differentiation, in addition to the reasons behind a person's certain behavior, they attempted to generate different theories to measure personality, one of the most widely accepted theories in this field was the Big Five Personality Model (the five-factor model of personality/BFM), this model presented the idea that only five factors are enough to describe the personality of any individual, accordingly to what Mount and Barrick mentioned (1995), that, necessarily, an ordinary personality need to be described basically in terms of five personality dimensions, which called the big five.

The personality traits theory consists of a glossary of various adjectives that specify a person according to his/her body language, ideas, and moods, in addition to the way of interacting with others in a community. Researchers gathered these adjectives into main factors and aimed to minimize the number of dimensions as much as possible during the long previous decades of personality research; starting with Gordon Allport and Henry Odbert, who created a list of 4,500 words describing personality in the late 1930s. Then, depending on technology, Raymond Cattle

bettered the cluster of Allport and Odbert by generating 16 factors in 1946. The five factors we know today, in the 1970s were respectively organized by Lewis Goldberg and Warren Norman after being founded by Ernest Tupes and Raymond Cristal in the early 1960s.

The Big Five personality Model is known also by the acronym "OCEAN", indicates the broad five components of this model: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.

### **1.1.3.1. Openness**

Openness is a dimension that is recognized in the individual's professional and personal realms, it appears in his/her creative thinking, imagination, and his/her curiosity about recent information. Openness teachers, most of the time, tends to learn and experience different, unknown things, and visit new places. As Costa and McCrae (1992) declared, Openness to experience is "a person's degree of intellectual curiosity, creativity, and preference for novelty and variety".

This factor is expressed in the teacher's willingness of listening to students' new ideas, and beliefs, and the acceptance of changing the own thoughts, perspectives, and actions in response to others. A sightless teacher with few interests and a strict routine generally has a low level of openness.

### **1.1.3.2. Conscientiousness**

As Costa and McCrae (1992) mentioned, self-control, a capable, responsible, and successful person is a conscientious individual. From this, we understand that the conscientious teacher is characterized by the willpower of success, hard work, self-dependency, a great sense of responsibility, and discipline in the competition of his/her teaching duty.

A teacher with a high level of conscientious trait intent to be careful of failing, plan, organize and focus on a few main goals at one time, he/she will always be able to act in a correct, smooth way in reaching his/her desired achievement (educate and inspire students) Whereas, an irresponsible, disorganized, **careless** teacher, who tends to focus on many goals at once, is mainly categorized with a low conscientious manner.

**1.1.3.4. Extraversion**

This personality trait is about the extent to which people are assertive, sociable, ambitious, adventure-seekers, energetic, and talkative (Mount and Barrick, 1995). Based on Watson and Clark, 1997, extroverts are described as comfortable persons that prefer to exist in group settings, surrounded by a large number of friends. Some personality psychologists see that extroverts have neither fear of engaging in familiar and unfamiliar societies, nor fear of establishing new relationships.

Teachers with a low level of extroversion are named Introverts, which prefer to stay in their internal world, with their internal thoughts; they are described as independent individuals who tend to be quiet, and most of the time frustrated and uncomfortable in the existence of others.

**1.1.3.5. Agreeableness**

Agreeableness is all about the extent to which individuals care about people, even more than themselves, they tend to take into account the feelings and circumstances of others while making decisions. Agreeable teachers can be categorized with a specific genetic good nature, they are originally caring, cooperative, forgiving, understanding, and trusting of others (mainly their learners) due to their optimistic view of human beings in general.

Teachers who cannot be described as agreeable tend to be unfriendly, unapproachable and irritable in interacting with their students; they focus more on their own needs and desires (financial desires) more than the needs and desires of others. They express a competitive manner towards all people.

**1.1.3.6. Neuroticism**

Neuroticism is a personality trait that is usually related to negative affection characteristics of a person. Watson and Clarck (1984) defined negative affect as having negative and doubtful view of the surrounding, accordingly, Levin and Stakes (1989) mentioned that people with a high level of negative effect, generally gave great concentration on the negative aspects of others, as well as of themselves. Judge et. al (1994) stated that neuroticism is about experiencing a hostile relationship with confidence, self-belief, and locus of control.

Neuroticism is a term commonly used in order to describe teachers with an inability to cope with stress, depression, anger, anxiety, and fear, while a teacher with positive emotional stability intend to be calm, secure and enthusiastic

Turbain and Dougherty (1994) noted that individuals with neuroticism factors are likely to acknowledge low self-esteem, they escape from the difficulty, evade feedback-seeking, and also, they're socially unskillful. Similarly, Klein, Beng-Chong, Saltz and Mayor (2004) pointed out that neurotic people tend to avoid consultations and friendships. In addition, they encounter issues in creating relationships.

#### **1.1.4 Qualities of a Good Teacher**

Since teachers have the most important role in the world; shaping positive and inspired future generations; their personalities are considered as fundamental aspect of their teaching profession that should be taken into account. And as long as it is known that the most essential factor in students ' lives is the teacher, it is necessary to maintain a great focus on discovering the exact characteristics of a good one.

Good personality specified the good teacher. Students improve communication, understanding, and their desirable achievements by virtue of getting fascinated of their teachers' impressive personality. In term of the value of good teacher, Humayun kabir (1952,) declared that the greatest educational systems can be doomed to failure if it lacks good teachers, and on the other hand the imperfect systems can be overpower if it welcomed good teachers. So, in order to be described as a good teacher, certain qualified characteristics should be obtained, repeatedly, Parler.J. Palmer (2007) asserted "Good teachers join self-subject and students in the fabric of life, they can weave a complex web of connections between themselves, their subjects, and there students so that students can learn to contrive a world of themselves".

In 2003, **research** was conducted Among students, in which they listed some effective teacher qualities and behavioral features that they prefer to encounter in their teachers' personalities, that study indicated that students **want** respectful, forgiving, friendly, fire, understandable, and compassionate teacher characters (kautsoulis, 2009).



Walker(2008)mentioned that in order to let students behave and receive data in the expected way, their teachers should be as follow: ready and well prepared for the lesson, act optimistically in front of students, believe in every student's capacities of success, imaginatively use the teaching methods inside the classroom, show special individual touch, expand a sense of familiarity among learners, be positively sensitive towards students, use humor talk while teaching, be highly respectful, develop a forgiving attitude, accept and admit being wrong, as mentioned in figure 1.1

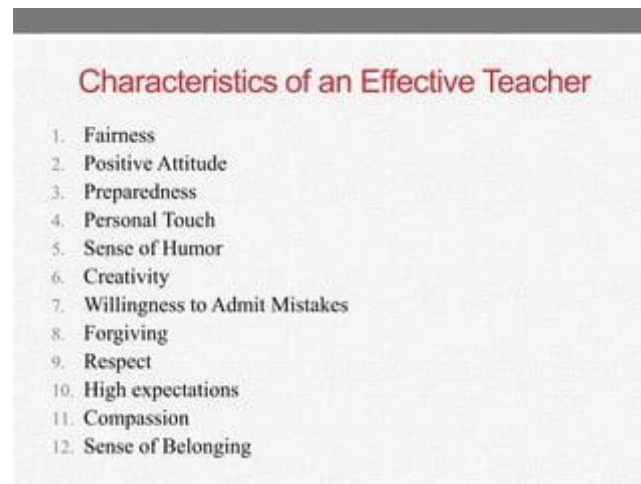


Figure 1.1: Characteristics of an Effective Teacher (Nazia Achraf. July, 31, 2019)

Unlikely, Haider and Jalal' studies (2018) imparted nine crucial personalities that may define a teacher as a good one, in which he/she has to be a good motivator, an excellent listener, student-concentrated, a hard and talented worker, friendly, an attractive man/lady, an unprejudiced person and cheerfully optimistic most of the time.

Among many factors, the qualities of teacher's personality impact his/her proceeds of teaching, similarly, it determine the degree of the teacher' self-belief in his/her ability to effectively achieve the outcomes of students(Harkin and Turner, 1997),as a consequence, the success of learners is between their good teacher' hands(Holland, 2003).

### 1.1.5 The Relationship Between Teacher's Effectiveness and Personality

Teacher effectiveness has been defined as the breadth to which the desired course outcomes and goals of students are gained by the teacher, that effectiveness cannot be evaluated by the teacher

himself only, but by students, departments, instructors, and parents either. Since the most significant indicator for achieving teaching effectiveness is job performance, examining its relation to personality will give an understanding of the relationship between teacher effectiveness and his/her personality.

According to Curtis and Liying (2000), the distinctive traits of personality have a great influence on teacher performance, which means that **the** actions and attitudes of a teacher in the educational environment are **affected** by his/her personality characteristics, in turn, achieving teaching effectiveness will be also impacted, either positively or negatively.

Depending on deep various studies, generally, effective teaching **is** remarkably formatted by personality (Murray et. al, 1990) that is similar to what has been meant by Magno and Sembrano (2008); while assessing effective teaching, the teacher's personality significantly matters. Young and Shaw (1999) clarified that friendliness; agreeableness, gratitude, and encouragement are some teacher's behavioral qualities that indicate teaching effectiveness. However, Magno and Sembrano (2008) declared that teacher effectiveness is shaped by certain personal features such as flexibility, amiability, and pleasure, in addition to primarily focusing on students. The review above, **denotes** the existence of a strong relationship between teachers' personality and their teaching effectiveness.

## **1.2. Part Two: Students' Learning Outcomes**

### **1.2.1. Students' Perception of Learning**

Students' perceptions of learning refer to their attitudes, beliefs, and feelings about their own learning experiences. These perceptions can be influenced by four main factors; students' motivation, the learning environment, the learning strategies, and feedback.

Ryan & Deci (2000) in their research assumed that intrinsic motivation, which comes from within the individual, is associated with more positive attitudes towards learning than extrinsic motivation, which comes from external rewards or punishments. When students are motivated, they are more likely to engage in learning activities, persevere through challenges, and feel a sense of accomplishment.

Skinner, Furrer, Marchand, & Kindermann (2008) affirmed that a positive learning environment which is supportive, challenging, and engaging can enhance students' motivation and enjoyment of learning. On the other hand, a negative or stressful learning environment can lead to feelings of anxiety, frustration, and disengagement.

Effective learning strategies, such as self-regulated learning and meta-cognitive strategies, can enhance students' engagement, motivation, and achievements (Zimmerman, 2000). On the other hand, ineffective learning strategies, such as rote memorization or passive learning, can lead to feelings of boredom, disengagement, and frustration.

Hattie & Timperley (2007) viewed that when students receive timely and constructive feedback on their work, they are more likely to feel motivated and engaged in their learning. Conversely, when feedback is absent, delayed, or overly critical, it can lead to feelings of discouragement and disengagement.

### **1.2.2. Learning Outcomes**

Learning outcomes are critical components of any educational program, they are concerned not only about attaining academic knowledge by students, but also **describe** the values and skills that students exposed by the end of a certain learning program. As stated by Cortés (2009), a learning outcome is a descriptive statement of the knowledge, skill, and abilities that students should be able to demonstrate upon completion of a course, program, or an educational experience.

NOT CORRECTED

Mahajan & Singh view that the definite understanding of what can be achieved at the end of a course is what determines its successful development. This manifest the great role of learning outcomes in teaching -learning process; where students are able to have an insight in advance of what they are going to face in the course. **In addition, teachers will be able to organize their teaching, as it focus on accomplishing specific and clear goals that are related to knowledge and skills.**

According to UNESCO ,learning outcomes are "totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours an individual is expected to master upon successful completion of an educational program". This broad definition provide the main focus of students' learning outcomes , which is making students academically skilful and prepared for lifelong learning.

### **1.2.2.1. Cognitive Learning Outcomes**

This type of learning outcomes refer to the knowledge and intellectual skills, and abilities that learners acquire through the cognitive processes of perception, attention, memory, and reasoning(john Anderson, 1983).as said by Howard Gardner (1993), in addition to acquiring knowledge, cognitive learning outcomes are about thinking critically, and solving problems creatively.

### **1.2.2.2. Affective Learning Outcomes**

Affective learning outcomes refer to the emotional and attitudinal changes that occur as a result of the learning experience. These outcomes' importance appears in their significant impact on a learner's motivation, engagement, and overall success in education and beyond. Judy Willis' quote (2007) "learning without emotions is like food without flavour "; reveals the great value of affective learning outcomes in the educational process.

### **1.2.2.3. Psychomotor Learning Outcomes**

Psychomotor learning outcomes refer to the development of physical skills, coordination, and dexterity through the process of practice and repetition. These outcomes are often associated with activities such as sports, music, dance, and other physical activities that require the development of physical abilities. The development of the individual is related to the psychomotor skills' development, sins it encourages his / her competence, self-esteem, and accomplishment feeling (Lev Vygotsky, 1978)

### **1.2.2.4. Interpersonal Learning Outcomes**

This type of learning outcomes **refers** to the development of communication and teamwork skills, including the ability to work collaboratively with others and to resolve conflicts effectively. This means that interpersonal learning outcomes are about the skills and knowledge, which individuals **acquire** through their interactions with others. Interactions with others help in identifying and changing **the person's** poor attitudes, establish productive communication skills, and understanding him / herself and other individuals in a better way (Rogers, 1957, p.187)

### 1.2.2.5. Intrapersonal Learning Outcomes

This type of learning **outcome** refer to the development of skills related to self-awareness, self-regulation, and self-reflection, including the ability to set goals, manage time effectively, and engage in lifelong learning. Intrapersonal learning outcomes can make individuals able to enhance their emotional regulation, and better their self-confidence, and generally feel greater (Martin Seligman, 2011).

### 1.2.3. Individual Differences

Individual differences refer to the unique characteristics and abilities that individuals bring to the learning process. These differences can include cognitive abilities, learning preferences, motivation, and personality traits. Understanding individual differences is important for educators, as it can help them design instructions that are tailored to the specific needs and strengths of each student. For example, students with visual-spatial strengths may benefit from instructional strategies that incorporate visual aids or diagrams, while students with linguistic strengths may benefit from instruction that emphasizes reading and writing activities.

That contributes to these outcomes, other factors such as motivation, perseverance, and social skills also play a role.

#### 1.2.3.1. Physical Differences

**Students' Individual differences in their physical characteristics can have an impact on their educational experiences, as well as their social and emotional development ( incoherence).** For example; differences in height can effect a student' self-esteem and social interactions, as taller students may be perceived as more confident and dominant (Farnham, 2017), shorter students may

also face challenges in accessing materials and equipment in the classroom (Kong, 2020). Students who are overweight or obese may experience discrimination and social exclusion from their peers (Puhl & Heuer, 2009); they may also be a greater risk of health problems such as diabetes and heart disease (World Health Organization, 2021). Students with visual and hearing impairments may require accommodations such as assistive technology or specialized instruction to fully participate in classroom activities (National Center on Disability and Access to Education, 2021). Physical disabilities or difficulties with fine or gross motor skills can affect a student's ability to engage in activities such as writing, drawing; or playing sports (National Center on Disability and Access to Education, 2021).

### **1.2.3.2 Intelligence**

There are many studies that have examined the relationship between intelligence and academic achievement. For example, a meta-analysis of studies conducted between 1984 and 2002 found that intelligence was a strong predictor of academic achievement, accounting for around 25% of the variance in grades (Roth et al., 2006). However, **it is important** to note that the relationship between intelligence and academic achievement is not perfect, and that there are many factors that can influence academic performance, such as motivation, study habits, and teacher quality. In terms of interventions to improve intelligence, there is some evidence to suggest that certain types of cognitive training can lead to improvements in intelligence test scores (Jaeggi et al., 2008). However, the extent to which these improvements generalize to other domains of functioning is still a topic of debate.

### **1.2.3.3. Attitude**

Attitude difference among students refers to the variation in their beliefs, opinions, and attitudes towards various objects, events, situations. These differences can be towards learning, which may significantly affect their academic performance, motivation, and achievement. Wherefore, Positive attitudes towards learning are associated with greater engagement, persistence, and academic success, while negative attitudes can lead to disengagement, apathy, and underachievement. Attitudes towards school can also impact students' academic outcomes and well-being. Accordingly, Positive attitudes towards school are linked to higher attendance, engagement, and

achievement, while negative attitudes can result in absenteeism, disruptive behaviour, and academic failure. In addition, Attitudes towards teachers which have an influence on learners' learning experiences, motivation, and classroom behaviour. Henceforward, Positive attitudes towards teachers are associated with greater respect, trust, and willingness to learn, while negative attitudes can foster hostility, resistance, and apathy. In the same vein, Attitudes towards peers affect students' social interactions, relationships, and emotional well-being. Therefore, Positive attitudes towards peers are linked to greater social support, acceptance, and friendship, while negative attitudes can lead to social isolation, rejection, and bullying. Finally, Attitudes towards academic subjects **are** the last element, where learners' interest, engagement, and performance in those subjects are affected. Hence, Positive attitudes towards academic subjects are associated with greater intrinsic motivation, enjoyment, and achievement, while negative attitudes can lead to boredom, frustration, and academic disengagement.

#### **1.2.3.4. Interest**

It is a type of individual difference that refers to the variation in people's preferences, curiosity, and fascination towards various objects, topics, and activities. Interest differences is considered as a crucial aspect of students' individuality, that have a significant implications on their academic, social, and personal development, it can be related to their interests in academic subjects, extracurricular activities, hobbies, and career, and career baths.

Students' Interests in academic subjects can significantly affect their motivation, engagement, and achievement. Therefore, Positive interest in academic subjects is associated with greater curiosity, enjoyment, and persistence, while negative interests can lead to disengagement, boredom, and underachievement. Also, Interests in extracurricular activities may impact the social, emotional, and cognitive development of students. Hence, Positive interests in extracurricular activities are linked to greater self-esteem, social skills, and personal growth, while negative interests can lead to social isolation, stress, and burnout. Furthermore, students' interests in hobbies can provide a source of enjoyment, relaxation, and creativity outside of school. Thus, Positive interests in hobbies are associated with greater well being, satisfaction, and self-expression, while negative interests can lead to monotony, guilt, and addiction. Likewise, learners' interests in career paths can shape their aspirations, decision-making, and vocational development. Wherefore, Positive interests in

career paths are linked to greater clarity, motivation and commitment, while negative interests can lead to indecision, anxiety, and disengagement.

### 1.2.3.5. Personality

Personality is a relatively stable set of traits, emotions, and behaviours that differentiate one individual from another. It is widely acknowledged that personality differences exist among students, and these differences can have a significant impact on their academic performance, behaviour, and social interactions.

Studies have shown that personality traits (openness to experience, conscientiousness, extraversion, agreeableness, neuroticism) are related to academic achievement, motivation, learning styles, and behaviour in school. For instance, conscientiousness is been found to be positively related to academic achievement, while neuroticism has been negatively related to academic achievement (Poropat, 2009). Extraversion has been linked to social skills and leadership abilities, while openness to experience has been associated with creativity and academic interests (Komarraju, Karau, & Schmeck, 2009). Agreeableness is been found to be related to pro-social behaviour and cooperation with others (Vollrath, Torgersen, & Otsbye, 2006). Since personality traits can be influenced by a variety of factors, such as genetics, environmental, and cultural factors, it is important to note that they are not fixed and can change over time.

### 1.2.3.6. Achievement

Students' achievement differences refer to their variation in academic performance and learning outcomes that exist among them. These differences can be influenced by a range of factors, including: cognitive ability; researcher has been constantly found that students with higher cognitive ability tend to perform better academically than those with lower cognitive ability (Gottfredson, 1997; Jensen, 1998). Motivation is another factor that can affect students' achievement differences, where students who are highly motivated to learn and succeed tend to perform better academically than those who lack motivation (Pintrich & Schunk, 2002). Personality traits such as conscientiousness, openness, and emotional stability have been also found to be related to academic achievement. The last factor is socio-economic background, such as parental education level, income, and social status, which play a crucial role in achievement differences



among students. For example; students from higher socio-economic backgrounds **tend** to have greater access to educational resources and opportunities, which can give them an advantage in academic performance (Sirin, 2005).

## **Conclusion**

This chapter of research was composed of previous research views in term of teacher's personality and its influence on students' learning achievements. It included a recent literature review on personality features via the big five personality model, in addition to some main characteristic concepts related to good teachers. Besides this, a significant correlation between teachers' effectiveness and their personalities was studied either. These elements were clustered on the first part, while the second part **includes** a general outlook about students' perception of learning, learning outcomes, and the different types of it (cognitive, affective, psychomotor, interpersonal, intrapersonal), as well as the individual differences that are most related to students. Concisely, this section strongly points on the impact of teacher's personality on both students' learning practices and teacher' success, which confirms the crucial role of personality on the teaching-learning process in general.

# **Chapter Two**

## **Research**

### **Methodology**

## **Introduction**

This study represents descriptive research about teachers' personality traits and their relation to their EFL students' learning outcomes. After introducing a brief literature review on the issue of teachers' personalities and students' educational outcomes involving the Big Five Model of personality, the methodology followed in collecting data is illustrated in this second chapter, it deals with the tools used in this research, which are: students' questionnaire, a structured teachers interview, and a classroom observation for both (teachers and students).

This chapter is composed of: the research questions and hypotheses that were restated differently, the study's aim with its significance, its research variables, the adopted research design, a description of the research sample and participants, the operation of data gathering, in addition to the tools that the researcher used, along with the implications and limitations of this research work. All these elements are described in detail through this chapter.

## **Part One: Research Methodology**

### **2.1. Restatement of the Research Questions and Hypothesis**

The two following questions are the research questions that this study is based on:

- 1- Is there any relationship between EFL learners' educational achievements and their teachers' personalities?
- 2- How can teacher's personality affect EFL students' learning outcomes?

The researcher drafted two research hypotheses in the purpose of answering those questions:

- 1- There might be a significant relationship between EFL learners' educational achievements and their teachers' personalities
- 2- Specific teacher's personality characteristics might influence EFL students' learning outcomes, either positively or negatively.

### **2.2. The Aim of the Study**

This study is aiming to oversee to what extent EFL learners' educational achievements and their teachers' personalities are **interrelated**. Moreover, to investigate the effect of teacher's personality on EFL students' learning outcomes. Throughout this research work, the researcher tries to specify teacher's personality **traits** that have the strongest impact on their learners' academic achievements.

### 2.3. The Significance of the Study

One of the most crucial issues that worth to be addressed is this study, since it **highlights** the existence of the great influence that teacher's personality can have on learners' educational outcomes, moreover, this work is considered as an endeavor to make the educational members more aware towards this subject. Therefore, this research is driven by its goal, which is to **present** accurate results about how learners' learning outcomes are remarkably impacted by teacher's personality, in addition to have a clear idea about the suitable personality trait that every teacher should have, for their students' best achievements.

### 2.4. Research Variables

According to the definitions of variables in research studies, an independent variable is one in which the researcher captures its influence on the dependent variable, by manipulating it, since the independent variable controls the changes in the dependent one. In this research, the dependent variable is EFL students 'learning outcomes; they are the influenced part by the independent variable, which is in this study the teacher, more specifically, the personality of the teacher.

### 2.5. Research Sample and Population

Fontenot (2013) asserted "other than selecting a research topic and appropriate research design, no other research task is more fundamental to creating credible research than creating an adequate sample". In this work, the sample population engaged in the questionnaire is Third Year LMD students, both males, and females, in the Letters and English Language Department, Letters and Languages Faculty of SAIDA University. "No easier approach exist to collect a study sample from a wider population than simple random selection" (Depersio, 2018, p.7); the total batch study of 2022-2023 was about 160 students. Therefore, only forty (40) learners were chosen randomly to

participate in conducting this research investigation. However, the sample population for the observation consisted of ten (6) EFL teachers along with their learners in the classroom. And In the same setting, six (6) teachers were interviewed by the researcher.

## **2.6. Research Methodology**

Since this research aims to examine the relationship between EFL students 'learning achievements and their teacher's personality in SAIDA's educational context, in addition to determining the effect of specific teachers 'personality traits in achieving student 'learning outcomes, depending on the five dimensions of personality, it seems appropriate to use the descriptive mixed method. Moreover, this method is suitable for this research because of its descriptive nature, which doesn't need any experimental interference. Also, this chosen method is known for its use in psychological studies because of the reliable results and logical, understandable information it provides.

## **2.7. Data Collection Tools**

The data collection instruments used in this research are: a questionnaire for forty (40) students, to know each EFL student' point of view about his /her teacher's personality and its impact on his/her learning outcomes, as well as to gain a clear idea about the appropriate personality trait that every teacher should have, which can help in developing students' educational process.

A structured interview for six (6) teachers was also used since the teacher is the variable that affects the students, it is necessary to analyze this issue from his perspective also. The third tool is a classroom observation, because the main sources of data were the teachers and their EFL learners, the researcher observed them deliberately by detecting their actions, attitudes, and interactions inside the EFL classroom. These three collection tools were designed by the researcher to gain fresh, relevant, valid, and accurate information regarding the subject.

## **Part two: Field of study**

## **2.8 Data Collection Procedures**

The work investigates the impact of teachers' personalities on the educational achievements of EFL students, taking into consideration the five personality dimensions. Data were collected depending on the students' perspectives (questionnaire), the teacher's perspective (interview) researcher's perspective (observation). Which helped in covering all the points of the issue posed.

The quantitative data collected through the questionnaire given to the forty learners have been analyzed, classified, and exemplified in tables and graphs. Qualitatively, the researcher analyzed and discussed the recorded answers of the six teachers that have been interviewed face-to-face. Therefore, he /she observed the teachers and the learners from the back of the classroom.

## 2.9. Description of Students' Questionnaire

The essential material used to collect data is learners' questionnaire, it is composed of six different closed and open-ended questions with three yes/no questions. The first yes/no question is about the relationship between learners' educational outcomes and their teacher's personality, which is the main concern of the study. The second yes/no question is about the necessity of empathy and trust between teachers and students, and the last one is about learners' views of the neurotic teacher.

The next four questions were close ended questions, where learners; depending on the suggestions they were supposed to give their opinions about the funny and the doubtable teachers, they were also asked to pick up their preferable teacher personality. Additionally, the participants; taking into consideration their educational journey with their teachers; are questioned about the competence and feedback quality of most of their teachers, and quality of cooperation and emotional support given by them, as well as the relationship they have with them. These questions' responses should be chosen following the ratings: 1-excellent, 2-good, 3-fair, 4-poor.

In one of the two open-ended questions, the respondents are asked to offer three qualities that characterize a teacher as a good one. The researcher ended the questionnaire with a very valuable question where the learners are requested to write anything they want to add regarding the impact of their teacher's personality on their academic achievements.

Since this questionnaire is considered as an evaluation of the respondents' teachers, therefore, the researcher ensures its confidentiality and that the learners' responses will not be exposed to any member out of this research.

### **2.10. Description of Teachers' Interview**

Face to face interviews were also used in collecting data for this research, which addressed six different teachers. These interviews embody six questions, where the researcher at first asked them whether they are stressful or relaxed teachers. And he/she emphasize on the reasons behind their choice of that personality. Teachers were also questioned about their way of dealing with disturbing learners, they were given three suggestions; either kick them out, or ignore them, or just ask them to stop. In the third question, researcher tried to know about teachers' involvement with their students' emotions, then, they were requested to give their opinion about the fact that students follow their teachers' personality, taking themselves as an example. Moreover, the interviewees had to present their points of view towards the necessity of building relationships with students for best achievements. The next question inquired the respondents (teachers) to give their perspectives about the idea of teacher' personality is behind learners' learning outcomes. The final question was about offering the characteristics of an effective teacher.

The answers of the interviewees were recorded and written later on, in the purpose of picking the most relevant responses for the study. Therefore, the interview's findings will be analysed and interpreted in the next chapter.

### **2.11. Description of Classroom Observation**

Six various sessions were observed and recorded on the observation sheet, which was created by the researcher, where the focus was on the events occurring inside the classroom, or more precisely, on what happening in teacher-students atmosphere. The observation sheet includes timing, module' name, as well as both, teacher' positive and negative way of treating and dealing with his/her students, and its positive and negative influence on them. The obtained results of these observations will help in confirming and strengthening the information gathered by the other tools (learners' questionnaire, teachers' interview), and make them more accurate and reliable.

### **2.12. Implications of the study**

This study offers various implications that are beneficial for the educational field. By exploring their particular personalities, and know its characteristics' classifications (positive; should be maximized/negative; should be controlled), EFL teachers will be able to be effective educators in the real areas, in which they effect positively their EFL learners, hence, those EFL students' outcomes will be more achievable along their learning process.

### **2.13. Limitations of the study**

Dealing with this research paper, the researcher faced many challenging obstacles. Considering the new nature of the subject in SAIDA context, lack of sources was the main difficulty encountered in collecting data for this research. The most effecting hindrance of this work is shortage of time; since this research subject is related to the psychological and behavioural aspects of human being (teacher & students) it was impossible to capture the wanted findings in such short period of time. Lack of cooperation was another noticeable obstacle; where the participants (students) were not serious towards the work, just few of them provided complete and helpful answers, while a part of them gave the questionnaire sheet empty or full of misunderstood responses. Concerning the second variables of the study (teachers), a lot of them refused to be involved in face-to-face interviews regarding to their crowded schedule.

Moreover, the researcher encounter sufficient issue in completing the work appropriately on the right time, which is being located in a place that is characterized with weak internet and lack of helpful instruments.

## **Conclusion**

In this chapter, the researcher tried to present a clear description of the research design worked in, he /she also identified the dependent, and independent Variables of this research, as well as the sample population involved. The different data instruments used were also described briefly (the questionnaire, the interview, the observation), as well as the implications and the limitations of this



research work. In addition to the procedures of data collection and analysis; which will be mentioned by the researcher in details; on the next chapter of findings and discussions of the results?

# **Chapter three**

## **Findings and**

### **Discussions of Results**

### 3.1. Introduction

This research examined the possibility that the personality of teachers impacts their learners 'learning outcomes. Taking the objectives of the study into account, the researcher analyzed the data of the results gathered from the tools mentioned previously (students 'questionnaire, teachers 'interview, and the classroom observation) and discussed them all in this final chapter

### 3.2. Students' questionnaire results and discussion

The questionnaire in this study was addressed to third year LMD forty (40) students at SAIDA University. Due to the large number of sample population addressed, the researcher have chosen a questionnaire for the learners, since questionnaires are useful and practical in collecting a large amount of valid information from a large group of participants at the same time, in addition to the ability of making contact with respondents with valuable answers that cannot be reached otherwise (introverted learners).

#### 3.2.1. The aim of students' questionnaire

The questionnaire is primarily aimed to provide information about teacher's personality and its impact on students' educational outcomes, henceforward, basing on the big five model of personality, the researcher attempts to know points of view, perspectives and beliefs of EFL learners about their educational achievements 'relationship with their teachers' personalities. In addition, to be informed about the appropriate personality character that each teacher should have, which will help to improve students' educational achievement

#### 3.2.2. Analyses of Students' Questionnaire Results

Q1: Do you think that your teachers 'personality have an impact on your learning achievements?

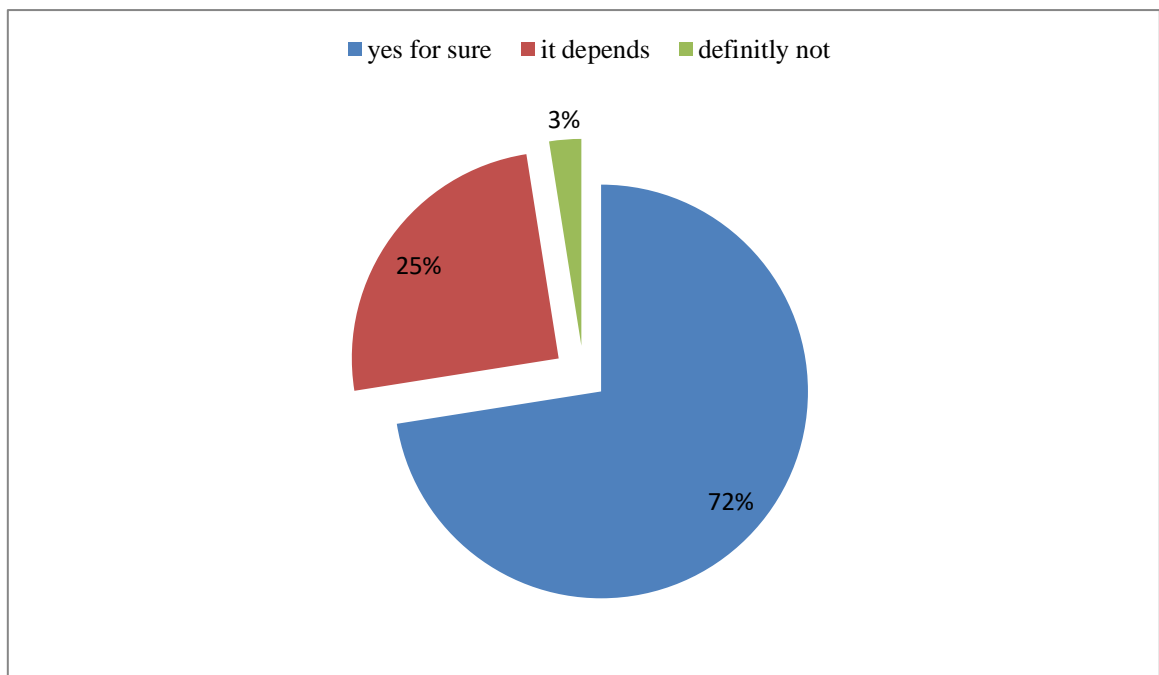
Table 3.1

*Students' Points of View about the Impact of Teachers' Personality on their Learning Outcomes*

Answers	Frequency	Percentage
Yes	36	90%
No	04	10%
Total	40	100%

In this question, students reported their opinions about the existence of teacher' personality influence on their educational achievements. As shown in the table. 90%, that is 36 out of 40 questioned students agreed on the idea that **teacher's personality** has an impact on learners ' learning outcomes, which indicates that the majority of them are influenced by the personalities of their teachers. However, four students answered negatively the question, they claimed that there is no relationship between teachers 'personality and students' learning outcomes, and no one of the two can be influenced by the other.

Q2: In order to have better educational outcomes, do you believe that empathy and trust between teachers and students are essential?



Graph 3.2: *The Importance of Empathy and Trust between Teachers and Students*

The graph above reveals that 29 out of 40 students claimed that empathy and trust are necessary in teacher-learner **relationships** which represents the vast majority of the respondents who think that teachers and their learners should act like friends and trust each other in order to gain excellent educational outcomes. While 10 students believed that the existence of empathy and trust in the classroom depends on the teacher and the learner themselves, on their perspectives. Therefore, only 1 student was totally against the idea, he /she considered empathy and trust crucial between close friends not in teacher-learner relationship, which should be more professional and practical.

### Justification:

Learners' explanations can be summarized in the following claims:

- “when there is trust between teachers and students, he will not going to be scared or afraid of asking about anything concerning the lectures “
- “it can be useful but with limits, but generally , it depends on their views “
- “because that trust relationship between the teacher and his students enhance student’ skills as he can feel free to prove himself in class and improve his mentality”

Q3: what will you think if your teacher makes a lot of fun while teaching?

Table 3.3:

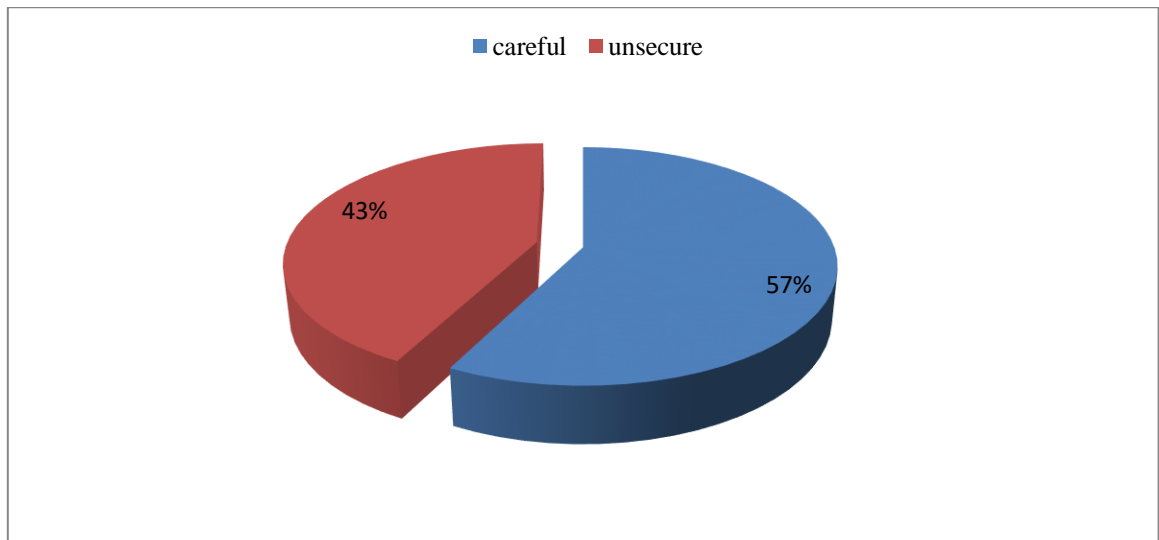
*Learners' Views towards Funny Teacher in Classroom*

Answers	Frequency	Percentage
Enjoyable	31	77,5%
Too talkative	02	5%
Easy going	07	17,5%
Total	40	100%

The question attempts to know the learners 'points of view towards the funny teacher. Findings pointed out that 07 of the 40 informants considered the teacher who makes a lot of fun while teaching as a relaxed and easy going teacher, while 5% of them believed that it is an annoying and

disturbing attitude, and it may destruct their learning process. However, the majority, 31 students, stated that a funny teacher indicates that he/she has a good sense of humor, which makes the learning atmosphere less boring, and more enjoyable, which in turn makes learners give their best inside the classroom.

Q 4: what will you think of a teacher who doubts everything and everyone?



Graph 3.4: Learners' Points of View about Doubtable Teacher

The findings represented in the graph show that 17 out of 40 students view the teacher who doubts everything and everyone as an unsecure and unconfident instructor, who usually encounter difficulties in making decisions. It reveals that 57% of the questioned learners experience problems with the doubtable teacher. Whereas, 43% of them consider teachers who doubt a lot, as careful individuals, who pay attention to consequences.

Q5: do you think that teachers should be always optimistic, and have to avoid showing any sensitive feeling inside classroom?

Table 3.5

*Students' Perception about Neurotic Teachers*

Answers	Frequency	Percentage
Yes of course	19	47,5%
Not necessary	21	52,5%
Total	40	100%

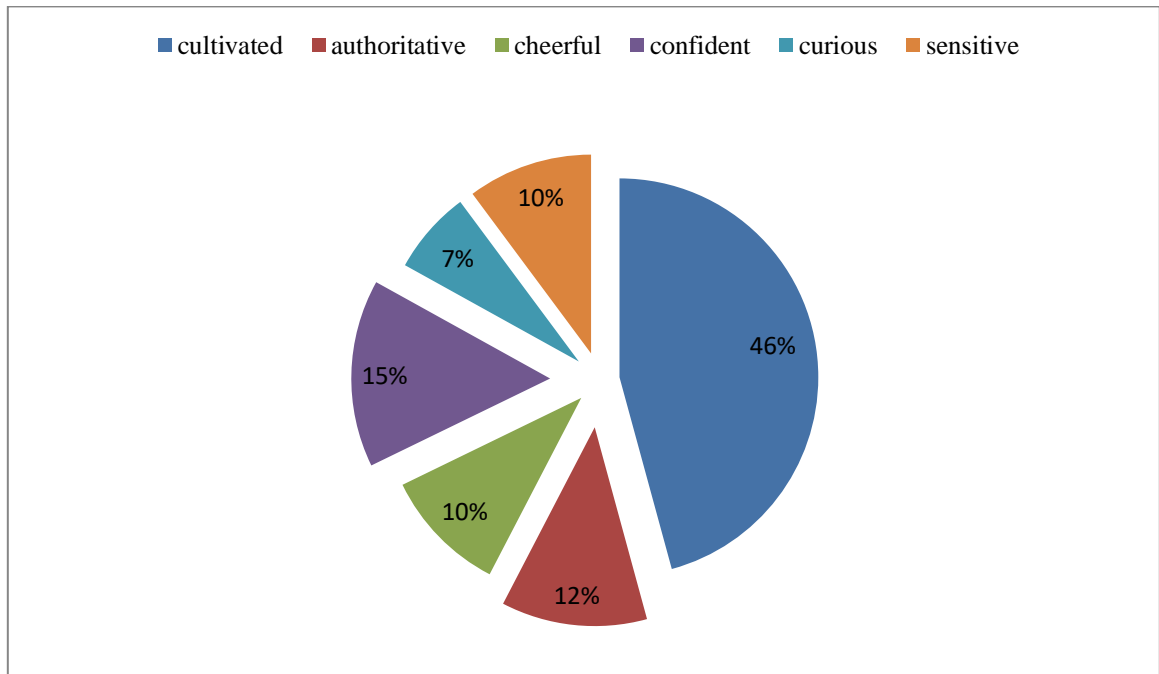
This question offers EFL students' views about the neurotic teacher. As can be seen in table 5, the majority; 52.5% answered with not necessary, they assumed that teachers are not obliged to look optimistic all the time, and they believe that teachers have the right to express their feelings anytime and anywhere. Nevertheless, the rest of the informants; 47.5% claimed that teachers should always act positively in front of their learners, they considered pessimism and sensitivity as negative attitudes, that does not suit teaching profession

#### Justification:

Learners' explanations can be summarized in the following arguments:

- “Teachers should be emotionally strong, their instability definitely affect us...”
- “teachers are still human beings , their emotions are part of them “
- “teacher who cannot control himself do not deserve to be called a teacher “

Q 6: in the purpose of gaining better grades, what kind of teacher personality you prefer?



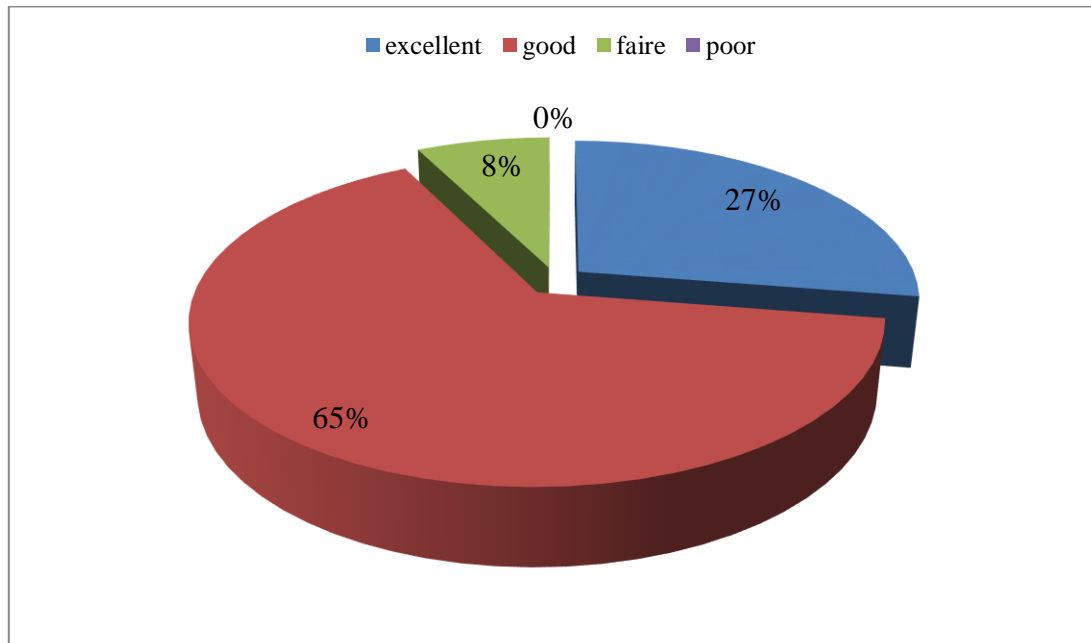
Graph 3.6: *Learners' Preferences of Teacher Personality*

As shown in the graph, it is found that the majority of students (46%) prefer teachers with cultivated personality character. However, few of them (15%) see that the confident personality trait is more suitable for teachers. Meanwhile, 10% of the students think that achieving better grades require cheerful teacher inside the classroom, and with the same percentage (10%) of students' views that sensitivity have to be adopted by the instructors. Finally, 12% of the informants assume that teaching skill requires an authoritative personality.

Q7: according to your educational journey with teachers:

a- Most of your teachers' competence is:





Graph 3.7.a: Teachers' Competence according to their Learners

This question presents the students' ratings of most of their teachers' competencies. As shown on the graph, the majority of the respondents (65) view that most of their teachers have excellent teaching competences. However, (25%) of the questioned students, according to their learning journey with teachers, believe that the competence of most of them is good. furthermore, teachers' proficiency was rated with: "faire" by (08%) of the informants. While no one of the students assumed that their most teachers' competences are poor.

b-The quality of feedback provided by most of your teachers is:

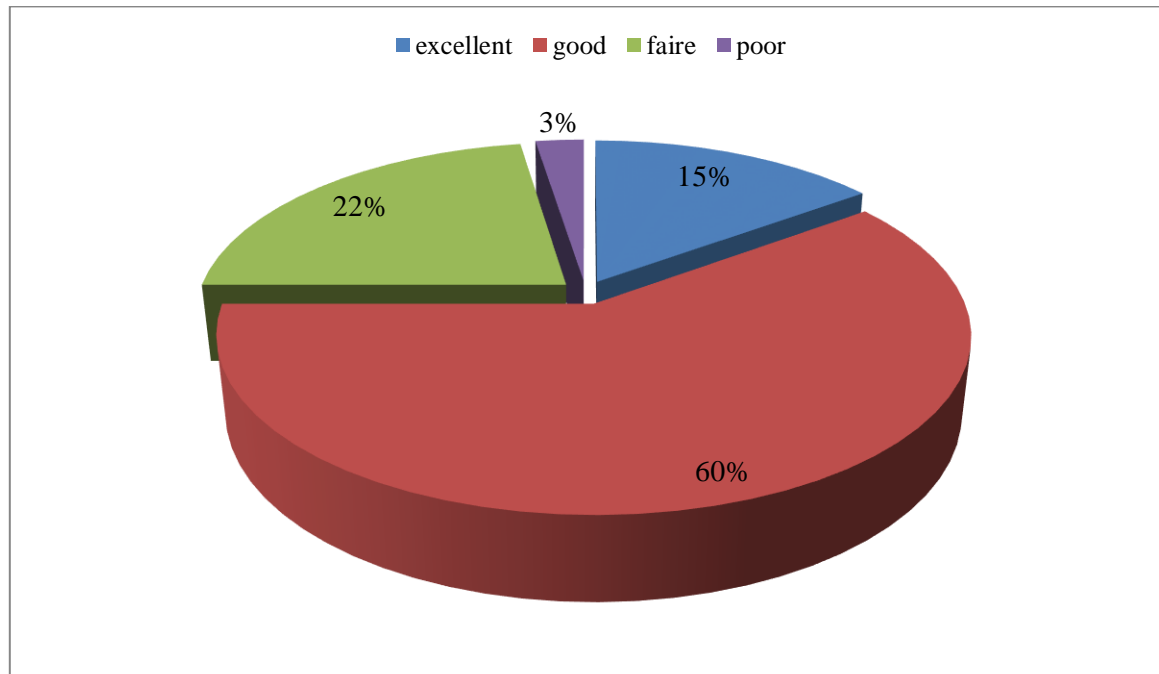


Figure 3.7.b: *Quality of Teachers' Feedback according to their Students*

This question proposed the students' ratings of feedback quality provided by most of their teachers. As has been seen in the pie-chart above, (03%) of the respondents assumed that the quality of most of their teachers' feedback is poor, while (15%) of them rate it with faire. However, (22%) of the answered students believed that the feedback provided by most of their teachers is good. moreover, (60%) of them, which represents the majority, indicated that feedback of their EFL teachers is excellent, in regard to their educational journey together.

c-The quality of cooperation and emotional support given to you by most of your teachers is:

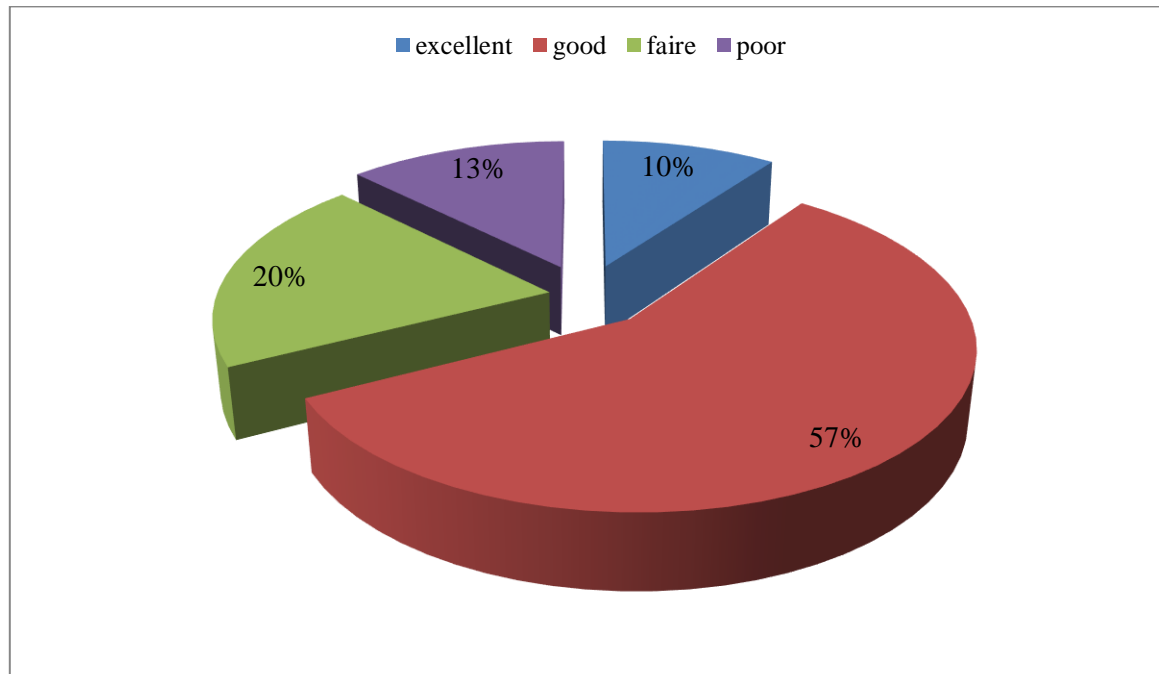


Figure 3.7.c: *Students' Views towards Teachers' Cooperative Skills*

In this question, EFL students were asked about the quality of cooperation and emotional support given by most of their teachers. As has been observed in the graph, (10%) of the questioned students viewed that the quality of their teachers' cooperation is excellent, however, the majority of them, (57%), believe that it is good. Furthermore, the quality of emotional support given by teachers was rated by "faire" according to (20%) of the respondents. Moreover, in regard to the respondents' educational journey with teachers, (13%) of them assumed that the cooperation and emotional support given by most of those teachers are poor.

d-Your relationship with most of your teachers

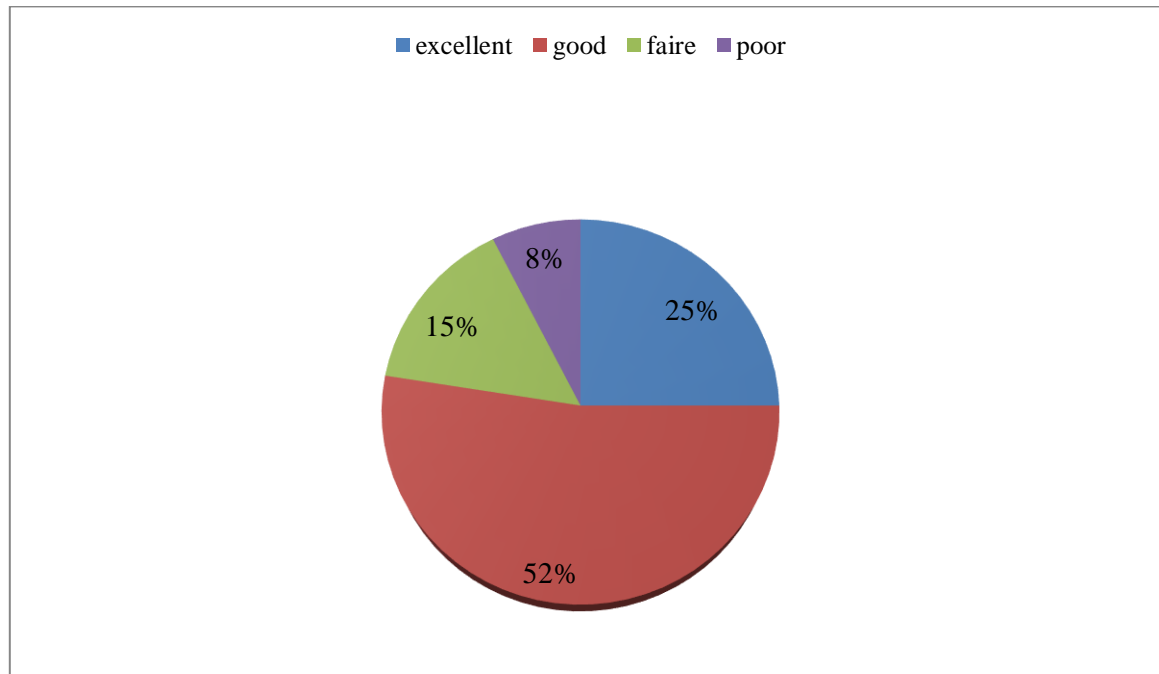


Figure 3.7.d: *Students' Relationships with most of their Teachers*

This question attempts to know the quality of EFL students' relationship with most of their teachers. As can be observed on the graph above, the majority (52%) of the respondents have good relationships with most of their teachers. While (15%) of them have faire relationships with their instructors. However, (08%) of the answered students viewed that their relationships with most of their teachers are poor. Moreover, (25%) of the questioned learners believed that they have an excellent relationship with most of their teachers.

Q8: write three characteristics which you believe a teacher should have that may describe him/her as a good teacher

Table 3.8

*Characteristics of a Good Teacher according to Students*

The quality	Repetition	The quality	Repetition
Understandable	04	Kind	03
Tolerant	02	Serious	01

Joyful	04	Respectful	07
Available	03	Gentle	01
Easy going	04	Cheerful	05
Motivated	05	Hard worker	02
Good listener	03	Faire	05
Cultivated	16	Smiley person	04
Helpful	05	Authentic	03
Good supporter	03	Competent	06
Funny	09	Confident	03

From the answers obtained, there are a lot of personality traits that characterize teachers as good educators. The cultivated characteristic was repeated sixteen (16) times, which reveal that according to the majority of the respondents, this personality trait is the most teacher personality characteristic that describe him/her as a good one. For nine (09) informants, the funny teacher is good. While for other seven (07) respondents, the good teacher is the one who has a respectful character. However, the competent characteristic was mentioned by six (06) students as one of the good teacher's qualities. Furthermore, five (05) questioned learners responded with "motivated, helpful, cheerful, and fire", indicating the good instructor. Unlikely," understandable, joyful, easygoing, smiley" specify good teachers in regard to its four (04) repetitions by the respondents. Moreover, "available, good listener, supporter, kind, authentic, confident" are the characteristics that were mentioned three times to identify the good teacher. But, "tolerant and hard worker" qualities were mentioned only twice. However, "serious and gentle" were mentioned once by the respondents, as the teacher qualities that categorize him/her as a good one.

Q9: in there anything that you believe is important to add regarding a teacher's personality and how it impacts your academic achievements? If yes, you are kindly requested to write it down:

The students' claims could be summarized as follow:

- "the eye contact for me is very important because he has to look at each student equally "

- “maybe they have to be a little bit tolerant, especially with students who have special cases”
- “some teachers keep repeating to their student “your capacities are not enough” and makes them really upset”
- “A teacher’s personality should be cool, cheerful, and he should be his students’ supporter to make them feel safe. A teacher have to build a classroom environment that student can call home”
- “the teacher need to have purpose of conveying knowledge and information to students not just gaining money (it is very annoying to see this in almost every teacher)”
- “the teacher has to trust the information he is giving, and he should be competent in transferring the message, plus, he should be ethical, authoritative, friendly and has a conscience”

### **3.2.3 Interpretation of the questionnaire’s findings**

Based on the results obtained from the students’ questionnaire, it appears that the teacher’s personality can have a significant impact on students’ academic achievements. In which the teacher who possess certain personality traits, such as high levels of conscientiousness, agreeableness, and openness to experience, are more effective at promoting positive learning outcomes among their students(Poropat, 2009). Therefore, through the questionnaire, students claimed that they achieve their educational outcomes only when their teachers possess those positive personality traits.

It indicates also that empathy and trust are important components of the student-teacher relationship, as they help to establish a sense of safety and security for students, which can lead to increased motivation and engagement among them. In addition, Humour has been shown to be an effective tool for engaging students and promoting positive learning outcomes (Martin & Lefcourt, 1983), when used properly, humour can help to reduce stress and anxiety, enhance motivation and attention, and improve memory retention, and that what have been revealed in the questionnaire’s

results, where students' views towards the funny teachers were mostly positive. Students are more likely to feel confident and motivated in their academic pursuits when they perceive their teachers as knowledgeable and competent (Bandura, 1997). Doubts about a teacher's competence and quality of his/her feedback, and his/her cooperative skills, can lead to feelings of insecurity and disengagement among students, as well as, students stressed on the emotional support, that is an essential factor for building strong relationships with their teachers, and its absence can negatively affect their teaching-learning atmosphere. It turned out either that EFL learners prefer the teacher with the mixture of cultivated, authoritative, and cheerful personality characteristics; teachers who are personally cultivated and possess a range of interests and experiences maybe better equipped to connect with and engage their students (Johnson, 2006), which can help to create a more dynamic and stimulating warm learning environment that promotes positive learning process, which surely help in achieving the desirable academic outcomes. Therefore, the findings of students' questionnaire confirmed the hypotheses that learners' inability of achieving the desired educational outcomes is a consequence of the negative teacher's personality trait, as well as their ability is due to their teacher's positive personality characteristic.

### **3.3. Teachers' interview results and discussion**

In addition to a questionnaire for students, a structured interview for teachers took place in this study, in the purpose of collecting appropriate data that target the work's research questions, which involve examining teacher's personality and its influence on students' educational achievements. The sample population addressed by this interview is six EFL teachers at the ELT department of Dr MOULAY TAHER University, at SAIDA.

#### **3.3.1. Aim of teachers' interview**

The interview is used as a tool besides students' questionnaire and the classroom observation to strengthen the obtained results and make it more reliable. This interview is provided to participants containing close-ended and open-ended questions, which can provide them with a chance to give detailed and complete explanations according to their perspectives.

#### **3.3.2. The Interview's Transcription**

Question 01: according to your personality, are you a person who get stress easily or relaxed most of the time?

Teacher 01: it depends on the context, if you have students who are too much talkative, who are not really interested at the course and were going to annoy you, so of course automatically going to have a negative attitude, and automatically you are going to stress. If you have of course students who are involved in the class and well disciplined, you won't have such kind of attitude, on the contrary, you are going to provide more and engage your students better too.

Teacher 02: it depends on the situation, sometimes I just feel like stressed and I cannot manage my emotions, at that sack I just avoid to meet my students and choose to be absent that day, but most of the time I am a quite person; maybe because of the experience that I have got with students, or because of maturity, because whenever you got old you got mature and you keep you self as calm as possible.

Teacher 03: no, I am relaxed all the time, because this is my nature

Teacher 04: relaxed most of the time in the classroom, because teaching requires teachers' relaxation in order to teach well, and in order to understand the students and to deal with them.

Teacher 05: I am relaxed most of the time, but I can also get stressed, because I got angry if the students are not paying attention, if they are destructed, if they are talking while I am explaining the lesson. Sometimes, when work is not done properly, and when you provide everything so that the students perform in a good way the work, but still feel like they are neglecting either your advice or feedback, when they are not taking their studies as something really important or crucial, these are likely to happen, but they are not categorizing me as a teacher, I am more less tolerant, more accepted.

Teacher 06: no I do not stress, I am relaxed all the time in my classroom, because I give my lecture, I work generally with students who work, of course I can sometimes push the others to work but this is a matter of the student himself, because sometimes even though you use some kind of push to student to push him to work, to be motivated, to speak. Etc, but you receive nothing. In



that way I am relaxed in all the time of giving my lecture, because I am here to give information, so, I do my mission to give information and I will be sure by the end that most of the students grasped the information, then, it is okay.

Question 02: how do you manage the classroom if you have any disturbing students?  
Are you going to: kick them out, or ignore them, or just ask them to stop?

Teacher 01: usually when I have such kind of disrespectful students, I stare at them and afterwards, if this attitude is going to last for certain seconds, of course kick out that student because he will disturb on the others.

Teacher 02: it depends on students, sometimes I have some disturbing students and they are motivated at the same time, so, I just prefer keeping them busy most of the time, especially when I have oral sessions, students are kind of disturbing the classroom, because they know that they have to stay productive, and I can see those who are disturbing but at the same time they are motivated, so I just keep them busy with activities, whereas those who are just disturbing, if they are annoying and have that intention to not letting others study, I will just kick them out, there is no other option to stop them.

Teacher 03: depending on the case, most of the time I ignore them and prefer to not interfere.

Teacher 04: I ask them to stop instead of ignoring them or dismiss them

Teacher 05: I can ignore them several times, but if I really feel that this students are not taking my warnings into consideration and keep disturbing, I may kick them out, and I do it once a year, because when it done once, no body dare to repeat the same and be the next victim

Teacher 06: I get rid of them; any disturbance will be put apart

Question 03: do you consider yourself involved with students' emotions?

Teacher 01: to a certain extent, especially if the class is small, if it is large I cannot do it

Teacher 02: yes for sure, it is the first thing that teacher should care about, since we are human being and if I want my students to be successful, I should encourage them and understand if they feel okay or not

Teacher 03: yes of course, I do consider their emotions

Teacher 04: yes I do, especially when dealing with the speaking skill

Teacher 05: yes, so much

Teacher 06: of course any teacher should be involved in students' emotions, because if you cannot understand the students' emotions this will cause a problem or a gap between the teacher and his students; they cannot understand each other, and this way we are going to loose the good atmosphere in the classroom, so, we have to care about students' emotions

Question 04: do you think that teacher's personality is behind learners' learning achievements?

Teacher 01: look, at university, maybe teachers are going to express more when there is too much, great deal of contact with the learners, so, if the interest is limited, we cannot really have this impact, of course, in long term teaching we can see this

Teacher 02: yes for sure, especially for those who cannot rely on themselves 100%, and bear in mind that we are a collectivist society and we care about others and we rely on others,, so I can understand that some of students do really need a kind of assistance, for this sake, I believe strongly that they care about teachers' personality

Teacher 03: yes, of course

Teacher 04: yes teacher's personality go hand in hand with the students' outcomes, there is a link

Teacher 05: of course yes, because the teacher who is keen on teaching can give energy while teaching, it can affect their motivation and their learning

Teacher 06: no, not personality, because personality is something personal and private, the treatment, the way you treat your students, for example; entering with a smile, joking with them sometimes, you will going to have a warmer relationship , while using the angry bird face will miss the communication

Question 05: in your opinion, should teachers and students build relationships for best achievements?

Teacher 01: yes, yes, but of course, according to me, I do not put too much emphasize on trust because it depends on a learner's acceptance

Teacher 02: for sure, this is an anonymous device, trust is a device that should be build between teachers and students, because when you are trustworthy towards your students, your students will believe in you, believe that you are teaching them in a good way, cares about them, that you are always there for them to explain and hear from them and clarifying anything for them

Teacher 03: of course, it is a significant paramount for a good teacher-learner relationship

Teacher 04: of course, because a good teacher needs to build a good relationship with students, I am not speaking here about friendships, but in order to make the student feel relaxed there must be a good relationship inside the classroom

Teacher 05: yes, quite important

Teacher 06: yes of course, this one of the most important classroom management, we need to have trust with each other, if the students do not trust the information provided by their teacher, they won't follow it, they will always doubt it, so, we have to build a kind of trustworthy relationships between teachers and learners, so as to have better achievements.

Question 06: according to you, what are the characteristics of an effective teacher?

Teacher 01: someone who is going to engage his learners and use examples from the target society.

Teacher 02: first of all he should be polite, this is very important even in the worst situations, avoid using insulting language, this is not authoritative at all, he should be an easy going person, should be kind of flexible person like dealing with different personalities at the same time, he should be kind and nice, for example if a student got absent, the teacher should care and ask about him, most importantly, teachers should be loyal to their jobs, because it is a noble job.

Teacher 03: first of all imposing positively, stressing on positive and good aspects, comprehensibility, cooperation, tolerance, and guidance too

Teacher 04: an effective teacher is a motivator, he provide them with interesting topics especially in oral expression sessions, he is a cool teacher, and he always give importance to learners who show learning abilities.

Teacher 05: someone who is tolerant, somebody who is open-minded, the teacher who likes really to see progress on his students.

Teacher 06: should be equipped with information he is providing, should be trustworthy, teacher who build relationships inside classrooms, need to be relaxed also.

### **3.3.3. Analysis of Teachers' Interview Results**

Question one: according to your personality, are you a person who get stressed easily or relaxed most of the time?

All the six teachers (100%) who participated in the interview agreed on the idea that teaching require teacher' relaxation, that make him/her provide more and engage his/her learners better. However, four of them (67%) replied that it depends on the context, where sometimes the teacher got obliged to be stressed as a consequence of some students' negative attitudes.

Question two: how do you manage the classroom if you have any disturbing students? Will you kick them out, or ignore them, or just ask them to stop?

Within this question, teachers were asked about their way of dealing with disturbing learners inside the classroom. (t6) replied that without any warning, any disturbance will be put apart. While (t3) prefer to ignore the disturbing students and continue the lesson. However, (t1, t4, t5) asserted that the annoying students can be warned once or twice, or sometimes more, but if the same attitude repeatedly occurred, they will be certainly dismissed. Whereas, (t2) stressed on the idea that there are some disturbing students with high level of intelligence and learning engagement, and it is preferable to keep them busy during the lesson.

Question three: do you consider yourself involved with students' emotions?

Answering this question, (t2, t3, t4, t5, and t6) stated that it is important to care about students' emotions, since that can enhance the understanding between teachers and students, and the absence of that emotional support may cause a gap in student-teacher atmosphere. However, (t1) mentioned that teachers can be involves in students' emotions only if they had small sized classrooms.

Question four: do you think that teacher's personality is behind learners' learning achievements?

Regarding this question, (t2, t3, t4, and t5) confirmed that teacher's personality is linked with students' learning outcomes, and strongly believe that students do take their teachers' personalities into consideration along their learning process. While (t1) stated that this kind of impact cannot be remarkable in limited teacher-student interactions. Whereas, (t6) immediately answered with "of course not", and saw that one the main concerns of learners, which help in achieving their learning outcomes, is teachers' treatments not their personalities.

Question five: in your opinion, should teachers and students build relationships for best achievements?

Concerning this question, all the six teachers agreed on the significant importance of teacher-student relationship for better achievements in both teaching and learning process. Because an educator's trustworthy relationship with his/her learners can make them relaxed and accept the provided knowledge in a better way. Thus, (t4) emphasize on the idea that this teacher-student relationship is not necessary to be a friendship.

Question six: according to you, what are the characteristics of an effective teacher?

The participants of this question differ in most of their responses, where they were asked to offer the qualities of an effective teacher according to their perspectives. (t1) believed that a competent personality characteristic is enough to define any teacher as an effective educator. While (t4) asserted that teachers should be cool and understandable, as well as acting like motivators for their students. However, (t5) claimed that the teacher who is tolerant, open-minded, and like to see progress on his/her learners, deserve to be called a good educator. Whereas, (t3) see that description (effective teacher) more suitable for teachers who stress on positive aspects, comprehensibility, cooperation and guidance. Furthermore, (t2) described the effective teacher as polite, authoritative, easygoing, flexible, caring, and loyal to his/her teaching profession.

### **3.3.3. Interpretation of Teachers' Interview**

Based on the results obtained from the teachers' interviews, it appears that EFL learners' educational outcomes are closely related to teachers' personalities. This finding indicates that the attitudes and behaviours of EFL teachers can have a significant impact on their students' academic success. Teacher attitudes and behaviours can have a significant impact on student motivation and achievement (e.g., Hattie, 2009; Marzano, 2003).

The interview revealed that EFL teachers prefer to be relaxed most of the time, because teaching demand relaxation that make both teachers and their learners more focused. It was indicated also that teachers tend to warn students who are being disruptive several times before dismissing them. This kind of attitude may indicate that teachers believe in giving students multiple opportunities to improve their behaviour before resorting to more severe disciplinary measures, it shows also that

EFL teachers have the ability of controlling themselves very well. Positive discipline strategies, such as warnings and reminders, can be more effective than punitive measures in teaching-learning process, and the teacher who can control his level of stress can aid students to be more comfortable and express themselves freely.

It was also revealed that EFL teachers emphasis on caring deeply about their students' emotions and understands the importance of student-teacher relationships, which indicate that they recognize the role of emotional intelligence in teaching. As well as, EFL teachers that are attuned to their students' emotional needs are better able to create a positive and supportive classroom environment that fosters learning. Thus, teachers who prioritize students' emotions and build friendly relationships with them are more effective in achieving the learning along with the teaching outcomes.

The teachers in this study identified several key characteristics that they believe are essential for effective teaching. These include being competent, understandable, tolerant, open-minded, cooperative, and easygoing. Which are associated with a teacher's ability to create a positive learning environment and build strong relationships with his/her students. Effective teaching practices, such as clear communication, positive attitudes, and collaboration, can promote student engagement and achievement (e.g., Darling-Hammond, 2006; Hattie, 2012).

### **3.4. Classroom Observation Results and Discussion**

Besides the two tools mentioned above, a classroom observation was organized in the purpose of gathering data, where ten (06) EFL sessions with 04 different teachers were attended. Though the current observations took into consideration the teacher's methodology and style, the main focus of the researcher was the teacher's personality in regard to his/her interactions with students and way of treating them. Those learners' attitudes and reactions to their teachers' personalities were also greatly concerned.

#### **3.4.1. Aim of Classroom observation**

Classroom observation is the most purposeful tool used in this research. Therefore, it provides more reliable and accurate information, which help in achieving valid findings on the subject of teacher's

personality and students' educational outcomes. This data collection tool allows the researcher to acknowledge the issue proposed in his own perspective.

### 3.4.2. Analysis of Classroom Observation

The first observation was conducted with third year EFL students in the English department on 08 November 2022, during the session of oral expression. The classroom members were about 28 students, 75% were fully engaged in the discussion, while the other 25% were just listening (they are introverted learners). According to what has been observed, the oral expression teacher started the lesson by giving her/his students a total freedom in discussing about the test (how, when, where). She/he also gave them the space to discuss between each other and even was a part of that conversation. By doing this, learners got attracted to be involved in the lesson and participate. The teacher was listening interestingly to the debate between her/his learners, she/he also treated them politely and respectfully, which made them feel comfortable and had a great intention to express their personal ideas. However, she/he did not provoke the silent, introverted students to engage, which influences their participation negatively, and of course their grades later.

The second observation was conducted on 10 November 2022, with a civilization teacher, from 08:00 to 09:30 in the morning. Teacher was always smiling to the 18 attended students from his/her first step inside the classroom. At the beginning of the session, she/he was trying to refresh her/his students' thoughts by repeating the important points of the previous lectures of that module. The teacher accepted her/his students' answers even if it was unclear or incomplete by saying "good", and as a response, they were engaged in the lesson and participating more and more. During the explanation, the teacher was looking to each student's face, in order to attract their attention. Besides, she/he was talking to students like addressing each one alone. She/he was focusing at every point of the lecture and explained it deeply using simple and understandable words. She/he was always optimistic, smiling even when receiving a wrong answer, and even when responding to an answer with "no". In each point, teacher repeated the previous important details, in order to make a linking between all the events, for students to not feel confused. She/he read and explained the lecture more than once, then gave a chance to students to see if they grasped what she/he said by asking general questions related to the lesson. Therefore, the teacher was working most of the



time only with students in front of her/him, and she/he was not interested with the others, while they were busy with their phones.

The third observation was conducted with a different group of third year LMD learners that were attending oral expression session on 08 February 2023. The attended students were more than 30; however, they were remaining calm immediately when they were ordered to by their teacher. She/he used technology, where she/he has chosen an interesting, funny educatory documentary, that mad her/his learners watch interestingly. It was noticeable that the teacher gave a total freedom to the students on the board; they even acted like teachers themselves. Also, she/he did her/his best to understand what each student was trying to say (some presenters have difficulties in gathering ideas or in pronunciation specifically those with stage fright). During the students' presentations, the teacher never embarrassed any one of them, and gave them the time and the opportunity to show their feelings/emotions. What was really interesting in that session that the teacher was dealing with each student according to his/her field of interest, but she/he gave students freedom to discuss more than it should, which mad them dare to mock at one of their classmate's idea, in addition, she/he did not tried to supports him emotionally, which in turn will effect that student negatively (he will never express his point of view in front of them again).

On 07 February 2023, the fourth observation was conducted with the same sample population (third year LMD students), at the first morning session of oral expression. The teacher supposed to start her/his lecture on certain time, but she/he chooses to wait for the late comers. However, only about 15 learners attended that lecture, they were looking too calm and bored. The teacher tried to encourage them to engage in the lecture, through asking them to read the poem one by one, and she/he was 100% focused with each reader. The teacher noticed that the students were weak in spelling; she/he honestly told them that their level in poor then provided them with advices and instructions to develop their spelling skills. The lecture finished before the explanation of the lesson completed, since much time was wasted in waiting for late comers and advising them.

On the same day of previous observation (07 November 2023), the fifth observation was conducted during the linguistic session from 15:30 to 17:00 pm, with less than 15 third year LMD students. The linguistic teacher received students with a big smile on the face, and kept that smile until the end of the session. Students were seemed tired and out-minded, yet, the teacher was too motivated

in which she/he was walking inside the classroom and moving her/his hands while explaining the lecture, and the students were getting interested one after another, they even started asking questions and interacting with their teacher. The teacher worked with students who got motivated and neglected the other introverted learners. The teacher was laughing with the girls in the front like she/he is a close friend of them. She/he never stops talking all along the session, dealing with many subjects; the lesson, students' careers, students' ethics, etc.

From 09:30 to 11:00 am, on 07 February 2023, the sixth classroom observation was conducted during the written expression session. The lesson was about how to write a cover letter, in which the teacher was giving the appropriate steps that should be followed to write it. Students were seemed too silent and focused with their teacher, which was explaining the lecture in details. It was noticeable that the written expression teacher was looking at each student's eyes while talking. In addition, the teacher presented and clarified the lesson on the board, then gave her/his students a real practical example to work on, with a great emphasize on using their creative skills, and encourage them for self-work (without using phones). Next, she/he discussed the work with them and re-explained every point in many details. At the end, the teacher asked students if they have grasped the lesson or not, and the responses of students were all positive.

### **3.4.3. Interpretation of Classroom Observation**

Based on the results obtained from the six classroom observations, it appears that the EFL students' levels of engagement and performance were greatly influenced by the different personalities of their teachers, which in turn influence the process of achieving their desired educational outcomes.

It was remarkable that the EFL teachers were exhibiting several positive traits such as being friendly, good listener, respectful, joyful, hardworking, competent, knowledgeable, and understandable. These traits are generally associated with effective teaching and can contribute to positive learning environment for students. However, it is also noted that most of those teachers were not organized, and not fair in dealing with their learners, they even did not appear to be motivating the students, where they prefer to work only with the active learners in front of them; research has shown that lack of discipline and fairness, and motivation in the classroom can lead to disengagement, lower academic achievement, and negative attitudes towards learning (Everston

& Weinstein, 2013; Ryan & Deci, 2000). This is a cause for concern as organization and fairness are important aspects of teaching that help to establish a structured and supportive learning environment, while motivation is crucial for engaging students and fostering their interest in learning.

As a result of the observed teaching practices, the students appeared to be most of the time uninterested, bored, careless, and unmotivated, which made them possess less academic performance and less successful educational experiences. As Skinner et.al mentioned; negative attitudes towards learning such as boredom, lack of interest, and low motivation, can have a significant impact on students' academic performance and educational outcomes (Skinner, Kindermann, & Furrer, 2009; Fredricks, Blumenfeld, & Paris, 2004). These negative attitudes towards learning can have a detrimental effect on the students' academic achievements for sure.

### **3.5 Discussion of findings**

The EFL teachers have to assume their responsibility towards their learners. Thus, their personalities affect their students differently, either positively or negatively inside the classroom. The findings of this study showed the significant correlation between EFL teacher's personality and his/her students' learning outcomes; in which both EFL students and their teachers affirmed that, besides other factors, achieving the desirable educational outcomes depends greatly on the teacher's personality.

The participants of this research work assured that students' inability of achieving their educational outcomes is due to the negative personality traits of their teachers; the teacher who doubts everything and everyone; even himself; possess a negative personality trait, that can impact his/her students, where they became unsecured and learn in a stressful environment, along with the sensitive teacher who cannot control his/her emotions inside the classroom. Additionally, teachers who had low levels of agreeableness, conscientiousness, and openness, were like an obstacle for learners to achieve their learning accomplishments properly; students get less engaging and uninterested of learning when the learning atmosphere is full of negative vibes, which is a consequence of the harsh teacher, who is upset all the time, who is nervous and too strict. Similarly, lazy, disorganized, and incompetent teacher kills the student's motives of learning. Nevertheless, learners show positive attitudes in the atmosphere where the teachers are humorous,

knowledgeable, authoritative, cheerful, and emotionally supportive; in which they tends to perform better in order to achieve their learning outcomes. It would be important for the teachers to address these issues and work towards creating a more structured a supportive learning environment that promotes students engagement and motivation

Surprisingly, despite the different tools used in gathering data, and the different participants, most of the results were similar, in which the students were aware about their teachers' personality characteristics, and capable of classifying them to positive and negative, as well as the appropriate personality traits that should be possessed by the teachers in order to be able to achieve the learning outcomes. Additionally, teachers are insightful of the important role of their personalities in the learning-teaching process, and mindful about the specific personality traits that encourage learners to accomplish their educational outcomes.

The results of the present study confirmed the hypotheses that the personalities of teachers are inter-related to their learners' academic outcomes, in which learners' ability of achieving the desired educational outcomes is a consequence of the positive teacher's personality trait, while their inability is due to their teacher's negative personality trait. This indicated that there are specific personality characteristics that are categorized teachers as good, which help students in achieving their educational outcomes easily.

### **3.5. Recommendations for Further Studies**

In regard to the findings and conclusions obtained, the researcher recommended that further studies concerning teacher's personality and students' educational outcomes, may reconstruct the research over long period of time (more than one year) involving sizeable sample population.

Furthermore, this subject's future researchers are recommended to assess more than one level of EFL students, in more than one institution (in order to be able to compare the results later). In addition to utilizing the "BFI" test of personality, which can aide in examining the exact effect of specific teacher's personality on his/her EFL learners' learning achievements.

Moreover, exploring the other factors that may have an impact on learners' educational achievements, whether positive or negative, and looking for the solutions, is also recommended for further researchers to be taken into account.

Administrations, instructors, and even the high educational ministry should pay a great attention to the fact that students' learning achievements are impacted by the teacher's personality, thus, the educators' personalities have to be characterized by the following qualities: respect, positivity, kindness, dutifulness, and tolerance.

### **3.8. Conclusion**

This final chapter introduced the detailed findings accomplished by the tools (questionnaire, interview, observation), in which the researcher presented at first the aim of the students' questionnaire and results' analyses, as well as the interpretation of those results. Then moved to the findings of teachers' interview where they were analysed and discussed after offering was aim. Next, the researcher gave the aim of the classroom observation, and its analyses and interpretation.

Furthermore, depending on the findings obtained, and the various limitations that were faced along the researcher's journey, some recommendations for further research were also offered

### **General conclusion**

The educational achievements of students considered as the main focus of any educational institution, and the teacher is the driver of students' learning outcomes. Therefore, in addition to teacher's methodology, teacher's personality has to take the primer attention in teaching-learning process.

This study examined the existing influence of the personalities of EFL teachers on their learners' educational outcomes. Depending on the descriptive method, the researcher collected data quantitatively, as well as qualitatively. The researcher's specific choice of this method was in regard to the subject's descriptive nature; that do not inquire any experimental operations. In addition to the context of the study; this was the ELT department of MOULAY TAHER University. Besides, the addressed sample population of six EFL teachers, along with their forty third year LMD students.

In the completion of the obtained data's analysis, it is concluded that the main factor that has an influence on learner's educational outcomes is teacher's personality. And after discussing the findings a conclusion has been drawn, that teachers' personalities are one of the main variables which remarkably impact EFL students' learning achievements

Moreover, it was also concluded that the personality of the teacher is significantly enter-related with the educational outcomes of students, in which EFL learners' academic achievements are greatly affected either positively or negatively by their teachers' personalities, in regard to the fact that teacher's personality characteristic can be considered as advantageous or disadvantageous for the learners.

According to what has been concluded in the field of teacher's personality and its impact on students' learning outcomes, exposing more studies in relation to teacher's personality and its better anticipators are necessary for the help of both EFL teachers and students on the ELT department. The results revealed in this research work demand factual confirmations broadly, specifically in relation to the personalities of EFL teachers and their most effective qualities that impact their students' learning outcomes positively. Better and valid results may be provided by studies that

## **General conclusion**

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involve substantial number of teachers, learners, and universities. Though, it is hopeful that this study has sheltered all the main objectives, which take into consideration the impact that teacher's personality has on learners' academic achievements, in-spite-of the breadth to which the learning-teaching process can be subscribed noticeably by teacher's personality.

In conclusion, in regard to the obtained research findings, the two research questions of this work has been answered and clarified. Furthermore, through conducting this research, the findings acquired confirmed the hypotheses presented at the beginning, that learners' inability of achieving the desired educational outcomes is a consequence of their negative teacher's personality traits, besides, their ability is due to their teacher's positive personality characteristics.

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# Appendices

## Appendix A

### Students' questionnaire

Dear students,

This questionnaire is intended to collect data about "the influence of teachers' personality on the EFL students' learning achievements". I am humbly requesting your valuable time and efforts to answer the below questions as your responses will be very precious to the study. Rest assured that the information you will provide will be kept confidential.

Please tick (×) the appropriate answer or make a full statement when necessary.

1-Do you think that your educational outcomes are interrelated with your teachers 'personalities?

Yes	
No	

2-In order to have better learning outcomes, do you believe that empathy and trust are essential?

Yes for sure	
Definitely not	
It depends	

Please justify your chosen answer (explain why)

.....

.....

.....

3-What will you think if your teacher makes a lot of fun while teaching?

Enjoyable	
Annoying	
Easy going	

4-What do you think of a teacher who doubts everything and everyone?

Careful	
Unsecure	

5-Do you think that teachers should be always optimistic, and have to avoid showing any sensitive feelings inside the classroom?

Yes of course	
Not necessary	

Pleas illustrate your chosen answer (explain why)

.....

.....

.....

.....

6-in the purpose of gaining better grades, what kind of teacher personality do you like most?

Cultivated	
Authoritative	
Cheerful	
Confident	

Curious	
Sensitive	

7-According to your educational journey with teachers:

	Excellent	Good	Faire	Poor
Most of your teachers 'competence is:				
The quality of feedback provided by most of your teachers is:				
The quality of cooperation and emotional support given to you by most of your teachers is:				
Your relationship with most of your teachers is:				

8-Write three characteristics that you believe a teacher should have which may describe him/her as a good teacher

A-.....

B-.....

C-.....

9-Is there anything that you believe is important to add regarding a teacher's personality and how it impacts your academic achievements? If yes, you are kindly requested to write down some words:

.....  
 .....

## Appendix B

### Teachers' interview

1-According to your personality, are you a person who:

- Get stressed easily
- Relaxed all the time

2-How do you manage the classroom if you have any disturbing students?

Are you going to:

- Kick them out
- Ignore them
- Ask them to stop

3-Do you consider yourself involved with students' emotions?

4-Do you think that teacher's personality is behind learners' learning achievements?

5-In your opinion, should teachers and students build relationships for best achievements?

6-According to you, what are the characteristics of an effective teacher?



## Appendix C

### The observation sheet

Number of observation	Time	Module	Observation notes					
			Positive		Personality trait	Negative	Personality trait	
			Teacher	Students		Teacher	Students	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Extra comments:

.....

.....

.....

## Appendix D

Maria Johnson, Ph. D.

Maria.winter@gmail.com

Department of English language

Cambridge University

Cambridge, MA 02587, England

Your name

Ph.D. Candidate

E-mail

Address

Phone number

Dear Dr Johnson,

I am writing to express my interest in the doctoral program in the Department of English at Cambridge University as it has always been my ambition to be a great university teacher of English.

Thanks to the swift progress of my Bachelor's and Master's degrees, it is glaring that studying and doing research are my endeavours I would like to engage in even more. While studying for my Bachelor degree at Saida University, I developed interest in the writing and speaking skills and I found this very intriguing and fascinating, mainly their impact on the teaching and the learning of English. After my Bachelor's, I pursued a Master degree in the Teaching of English as a Foreign Language (TEFL) also at Saida University, which I completed in June 2022.

I believe that there is no better place to continue my academic career in English as it relates to teaching at Cambridge University. I consider it a very rich opportunity to meet students from all over the world and learn about their culture and values. Hence, courses in teacher training, didactics, educational psychology and discourse analysis give me more insight on how English instruction is affected in the world. I am confident that this Ph. D. brings me a step closer to my objective of becoming a great tutor of English.

With my strong diligence and being a highly motivated student while studying for my Bachelor and Master degrees, I did not fail any exam or fail to turn in any due assignment. I am certain that I will gain more knowledge and achieve my goals. I developed a deep interest from my experience in working as a part time teacher of English. I taught several courses at the Secondary School as grammar, reading and writing.

Studying English at Cambridge University is an opportunity I would love to dedicate myself, and I hope during my stay in Cambridge, I will be able to contribute to the community in the best way that I can. Considering my academic performance so far and my desire to enrich mine and other's knowledge in English. I am convinced that I will be a valuable addition to the program. I hope to be given this chance, as I am confident that I am capable of meeting and even exceeding your expectations.

Thank you for your consideration.

Sincerely,

## Appendix E

narespeare  
Un/covered

WNE  
THIRTEEN

### Hamlet's Soliloquy, Act III, Scene i

- To be, or not to be: that is the question: Whether 'tis nobler in the mind to suffer The slings and arrows of outrageous fortune, Or to take arms against a sea of troubles, And by opposing end them? // To die: to sleep;	55
- No more; and by a sleep to say we end	60
- The heart-ache and the thousand natural shocks That flesh is heir to, 'tis a consummation Devoutly to be wish'd. // To die, to sleep; To sleep: perchance to dream: ay, there's the rub; For in that sleep of death what dreams may come When we have shuffled off this mortal coil, Must give us pause: // there's the respect That makes calamity of so long life; For who would bear the whips and scorns of time, The oppressor's wrong, the proud man's contumely, The pangs of despised love, the law's delay, The insolence of office and the spurns That patient merit of the unworthy takes, When he himself might his quietus make With a bare bodkin? // who would fardels bear, To grunt and sweat under a weary life, But that the dread of something after death, The undiscover'd country from whose bourn No traveller returns, puzzles the will And makes us rather bear those ills we have Than fly to others that we know not of? //	65
Thus conscience does make cowards of us all; And thus the native hue of resolution Is sicklied o'er with the pale cast of thought, And enterprises of great pith and moment With this regard their currents turn awry, And lose the name of action.	71
	75
	80
	85

بالإضافة إلى الكثير من العوامل الأخرى. تلعب شخصية المعلم دورا حيويا في عملية التعليم. و في هذا السياق. البحث الحالي

هي محاولة لدراسة مدى ارتباط شخصية المعلم بالنتائج التعليمية لطلاب السنة الثالثة من جامعة سعيدة.

لتحقيق هدف هذا البحث. الطريقة المتبعة من طرف الباحث كانت عبارة عن منهج مختلط. حيث تم استخدام استجوابا للطلبة. مقابلة للأساتذة، و ملاحظات للفصل كأدوات لجمع البيانات. كشفت النتائج أن أحد العوامل التي تؤثر بشكل كبير على النتائج التعليمية للطلاب هو شخصية الأستاذ ، حيث تؤثر السمات الخاصة للأستاذ مثل العصبية وانعدام الوفاق بشكل ملحوظ على إنجازات الطلاب التعليمية بشكل سلبي ، فيما أن وجود سمات الانفتاح ، الوفاق ، والضمير تدفع بشكل إيجابي الطلبة لتحقيق نتائجهم التعليمية

في نهاية الدراسة ، دعا الباحث كل من الأساتذة ووزارة التعليم العالي إلى إيلاء المزيد من الاهتمام لشخصية الأستاذ ، و اخذ تأثيرها على العملية التعليمية بعين الاعتبار .

**الكلمات المفتاحية:** الوفاق ، الضمير ، العصبية، الانفتاح، إنجازات الطلبة التعليمية ، شخصية الأستاذ

## Résumé

En plus de nombreux autres facteurs, la personnalité joue un rôle essentiel dans le processus d'enseignement. Dans ce contexte, la recherche actuelle vise à examiner l'étendue des liens entre la personnalité des enseignants et les résultats scolaires des étudiants de troisième année du département ELT de l'université de SAIDA. Afin d'atteindre l'objectif de cette recherche, la méthode adoptée par le chercheur a été une approche mixte, où un questionnaire des étudiants, un entretien des enseignants et une observation en classe ont été utilisés comme outils de collecte de données.

Les résultats ont révélé que l'un des facteurs qui influent grandement sur les résultats scolaires des étudiants est les personnalités des enseignants tels que le névrotisme et le faible niveau d'agréable influencent remarquablement les résultats d'apprentissage des étudiants négativement. Attendu que les traits d'agréement, d'ouverture et de conscience poussent positivement les apprenants à atteindre leurs résultats scolaires. A la fin de l'étude, le chercheur a appelé les instructeurs et le ministère de l'enseignement supérieur à accorder plus d'attention à la personnalité des enseignants, et à prendre en considération son impact sur le processus éducatif

Mots Clés : Convivialité, Conscience, Ouverture, Résultats Scolaires Des Etudiants, Personnalité Du Professeur.

## Summary

Along with a lot of other factors, teacher's personality plays a vital role in the teaching-learning process. In this context, the current research is attempt to examine the breadth to which teacher's personality is inter-related to the educational outcomes of third year LMD students of SAIDA university's ELT department. In the sack of achieving this research's goal, the method adopted by the researcher was a mixed approach, where a students' questionnaire, teachers' interview, and a classroom observation were used as data collection tools.

The results revealed that one of the factors that impact greatly student's educational outcomes is the personality of the teacher, in which its specific traits such as neuroticism and low level of agreeableness remarkably influence students' learning achievements negatively. Whereas, the existence of traits: openness, agreeableness, and conscientiousness, positively push learners to achieve their educational outcomes. At the end of the study, the researcher called the instructors and teachers to pay more attention to their personalities, and take its impact on the educational process into consideration.

**Keywords:** Agreeableness, Conscientiousness, Neuroticism, Openness, Students' Educational Outcomes, Teacher's Personality.