



RESEARCH PAPER

Relationship between Teachers' Emotional and Social Traits of Personality and their Impact on the Learning Attitudes of Students at College Level

Alia Bashir¹ Ednan Arslan² Muhammad Arshad Javaid³

1. Lecturer, Higher Education Department of Punjab
2. Professor, Department of Education, University of Vienna, Austria
3. Lecturer, Department of Education University of Education Lahore Sub Campus Dera Ghazi Khan

PAPER INFO ABSTRACT

Received: December 05, 2018	<i>The present study carried out to determine the relationship between teachers' emotional and social traits of personality and their impact on the learning attitudes of students. The population of the study consisted of all teachers and students of public degree colleges of Faisalabad city. A random sampling technique was used for selection of the sample. 10 govt. degree colleges of Faisalabad city were included in the sample. A sample of 600 students and 150 teachers were selected from the population. Two questionnaires, one for teachers and one for students were developed for the collection of data. Collected data were tabulated, analyzed and interpreted in the light of objectives of the research by applying statistical tools of chi-square, mean, standard deviation and coefficient of correlation(r). ANOVA. Main conclusions of the research were that teachers used different motivational techniques for better learning. Teachers guide students properly by using different teaching techniques. Teachers' personality towards students was beneficial for learning.</i>
Accepted: May 23, 2018	
Online: June 30, 2018	
Keywords: Emotional, Social, Personality Traits, Teachers, Students	
Corresponding author M. A Javaid marshadjavidly@gmail.com	

Introduction

Personality is a set of traits and behaviors that characterizes an individual. Mangal (2012) says that every person is exceptional, in the sense that no two people are accurately similar in terms of temperament, behavior and preferences. Even the same individual

does not behave in an identical way in every situation. The same person behaves differently in different situations. Although each individual is unique and not completely consistent during un-usual situations, still they are considerable commonalities in the human behavior, many people showing similar patterns of behavior in similar situations. Premuzic (2011) has described that "Trait is an inner psychological temperament that remains constant throughout the lifetime and determines differences between persons. Factors of traits are extraversion, neuroticism, and agreeableness". Carver & Scheier (2000) have described Personality traits as a "dynamic organization, within the individual, of psycho-physical systems which creates a person's characteristic modes of behavior, thoughts, and feelings". Funder (1997) has stated that "An individual's characteristic mode of thought, feeling, and behavior, collectively with the psychological methods hidden or not behind those patterns". These wide-ranging and up-to-date definitions refer to internal and causal behavior, emotion, and thought in everyday life.

Anastasia (2008) has defined attitudes are like a tendency to respond favorably or unfavorably towards a selected class of stimuli. It is obvious defined, both verbal and nonverbal. Various psychologists define attitudes as inner states, but a few refer to attitudes as consisting set of responses. The majority of students spent their learning time in schools and as such Ansari (1983) described that the environment of schools is most important for the creation of effective learning process. Bloom (1976) defines that if a student feels separated and disconnected from the learning framework in schools, his or her talent to master primary skills and concepts and develop effective learning skills would be reduced.

The main focus of this study is to provide confirmatory evidence that emotional and social personality traits have greater impact on the learning attitudes of students. It is observed that some factors of personality have positive effects on students' learning capabilities and some other factors of personality have negative effects on learning attitudes of students. Campbell and Hawley (1982) described extrovert type of personality of teachers will support the students in social adjustment and they will create a healthy environment for learning, as well as introvert type of teachers' personality will isolate the students from peers' interaction and these circumstances will weaken the creation of healthy learning behavior.

Blickle (1998) defines personality factors, sociological and institutional environment are directly proportional to the teaching competencies. Teaching competencies mainly depend upon the teacher's psychological state of mind and attitude towards work. Personality traits have a significant effect on the psychological, mental, emotional, social and physical health of students and hence it needs to be studied within a particular educational context in which it occurs. Facts of positive personality traits like creativity, classroom management and implementation of educational techniques may suffer when teachers experience learning attitudes of students.

Hsu (1983) points out that the relationship between emotional and social traits of teachers' personality and learning attitudes of students has remained a topic of interest into the field of educational psychology. The phenomena of individual differences affect the psychological behaviour and physiological functioning of an individual.

Although in the Western context a great deal written about the role of emotional and social personality, the unpleasant effects of traits of teachers as well as importance of learning attitudes of students, however, in our cultural context no study was found, directly addressing the relationship of traits, particularly among the college teachers. Experimental evidence is still needed to undo the relationship of emotional and social personality traits in college teachers.

Methodology

The study aimed at exploring the relationship and impact of emotional and social traits of teachers' personality (independent variable) and learning attitude of students (dependent variable). The study was descriptive in nature. It was a simple survey adopted to conduct the study. The population of the study was consisted of teaching staff and students of male and female degree colleges in Faisalabad city. Total number of degree colleges was 18 (11 female, 7 male). The sample of the study comprised of 10 govt. degree colleges. Five percent students and ten percent teachers were taken as a sample. From these selected colleges 150 teachers and 600 students were selected randomly for the sample of the study. The researcher selected two stage random sampling technique used for data collection. The two questionnaires were constructed by the researcher with the help of experts' opinion, one questionnaire for teachers and one for students. The data were collected personally by the researcher. The researcher visited the concerned colleges and questionnaires were personally

delivered to the teachers and students. Brief guidelines were given to the respondents about filling up the questionnaire. Data were analyzed by using SPSS and data was presented in the form of tables. The correlations of emotional and social personality traits with learning attitudes of students were calculated. Standard Deviation and Chi-Square were used to know the difference between various categories.

After the entry of data, it was analyzed by Statistical Package for Social Sciences (SPSS) version 21. Descriptive statistics i.e. Mean Standard Deviation and comparison between personality traits of teachers and learning attitudes of students were used for the description of trends in the data. Alpha was used to find out the Internal Consistency. Chi-square (χ^2) and Simple Correlation (r) were used to describe the relationships. ANOVA was used to find out the differences between emotional and social personality traits of teachers. For the strength of ANOVA, the F-values and Effect Size were also included.

Results

Table1. Mean \pm Standard Deviation and Differences between personality (ANOVA Results and Effect Sizes) for Emotional Stability

Emotional Stability	Students	Teachers	F-value	Effect Size
Teacher's caring behavior creates better co-ordination with students	3.87 \pm 1.04	4.23 \pm 0.86	14.849**	0.019
A teacher, who cares the self-respect of students, promotes their learning experiences	3.57 \pm 1.27	4.11 \pm 0.97	23.688**	0.031
A confident teacher affects the learning attitudes of students	3.98 \pm 1.06	4.17 \pm 0.87	4.105*	0.005
Innovative ideas of teacher keeps students up-to-date	3.98 \pm 1.02	4.26 \pm 0.90	9.730**	0.013
Sympathetic behavior of teacher improves students' learning	3.95 \pm 1.10	4.19 \pm 0.95	6.131*	0.008

Teacher's appreciation on good performance boosts-up the student's learning	4.51±0.94	4.67±0.68	3.837	0.005
A teacher who creates a sense of curiosity among students sharpens their learning attitudes	4.09±1.02	4.37±0.82	10.397**	0.014

* $p < 0.05$, ** $p < 0.01$ students ($n=600$) and teachers ($n=150$)

Table 1 presented that there was significantly differences between personality and six emotional stability (Teacher's caring behavior creates better co-ordination with students ($p < 0.01$). A teacher, who cares the self respect of students, promotes their learning experiences ($p < 0.01$). A confident teacher affects the learning attitudes of students ($p < 0.05$). Innovative ideas of teacher keeps students up-to-date ($p < 0.01$). Sympathetic behavior of teacher improves students' learning ($p < 0.01$) and A teacher who creates a sense of curiosity among students sharpens their learning attitudes ($p < 0.01$). Mean \pm Standard division, similarly teachers had more positive attitudes than students in the personality and mental stability. According to Cohen (1988) effect sizes can be considered small (0.005) and large (0.031). From the above discussion, it is concluded that teachers had higher emotional stability and more positive attitude towards than students.

Table2. Mean \pm Standard Deviation and Differences between personality (ANOVA Results and Effect Sizes) for Social Interaction

Social Interaction	Students	Teachers	F-value	Effect Size
Supportive behavior of teacher is a source of empowerment for students	3.85±1.08	4.21±0.81	14.765**	0.019
Teacher's responsible behavior improves students' social attitudes	3.88±1.13	4.16±0.98	7.892**	0.010
Teacher's punctuality has positive impact on students' behavior	4.14±1.05	4.22±0.97	0.658	0.001
A committed teacher improves social behavior of students	4.25±1.01	4.31±0.83	0.453	0.001
Teacher's consciousness about	4.21±0.97	4.32±0.8	1.592	0.002

status affects students' behavior	Friendly attitude of teacher	3.97±0.99	4.10±0.87	2.217	0.003
enhances the learning behavior of students	A polite teacher has positive impact on the learning attitudes of students	3.91±1.04	4.07±0.82	3.126	0.004

* $p < 0.05$, ** $p < 0.01$ students ($n=600$) and teachers ($n=150$)

Table 2 presented that there was significantly differences between personality and two social interaction (Supportive behavior of teacher is a source of empowerment for students ($p < 0.01$) and Teacher's responsible behavior improves students' social attitudes ($p < 0.01$)). Mean \pm Standard division, similarly teachers had more positive attitudes than students in the personality and social interaction. According to Cohen (1988). effect sizes can be considered small (0.001) and large (0.019). From the above discussion, it is concluded that teachers had higher social interaction and more positive attitude towards than students.

Table3. Overall Mean \pm Standard Deviation and Differences between personality (ANOVA Results and Effect Sizes) statements

Statements	Students	Teachers	F-value	Effect Size
Emotional Stability	3.99±0.70	4.29±0.66	21.880**	0.028
Social Interaction	4.03±0.71	4.20±0.67	6.891**	0.009

* $p < 0.05$, ** $p < 0.01$ students ($n=600$) and teachers ($n=150$)

Table 3 presented that there was significantly differences between personality and five overall statements (Emotional Stability ($p < 0.01$). Social Interaction ($p < 0.01$)). Mean \pm Standard division, similarly teachers had more positive attitudes than students in the personality and overall statements. According to Cohen (1988). effect sizes can be considered small (0.004) and large (0.034). From the above discussion, it is concluded that teachers had higher overall statement and more positive attitude towards than students.

Table4. Mean \pm Standard Deviation and Differences between gender (ANOVA Results and Effect Sizes) for Emotional Stability

Emotional Stability	Male	Female	F-value	Effect Size
Teacher's caring behavior creates better co-ordination	3.87±1.01	3.97±1.02	1.481	0.002

with students				
A teacher, who cares the self respect of students, promotes their learning experiences	3.67±1.31	3.68±1.21	0.007	0.000
A confident teacher affects the learning attitudes of students	3.82±1.10	4.09±1.100	9.841**	0.013
Innovative ideas of teacher keeps students up-to-date	3.70±1.12	4.14±0.94	27.689**	0.036
Sympathetic behavior of teacher improves students' learning	3.89±1.18	4.04±1.03	2.746	0.004
Teacher's appreciation on good performance boosts-up the student's learning	4.23±1.12	4.65±0.78	31.614**	0.041
A teacher who creates a sense of curiosity among students sharps their learning attitudes	3.89±1.13	4.23±0.92	16.982**	0.022

* $p < 0.05$, ** $p < 0.01$ male ($n=186$) and female ($n=584$)

Table 4 presented that there was significantly differences between gender and four emotional stability (A confident teacher affects the learning attitudes of students ($p < 0.01$). Innovative ideas of teacher keeps students up-to-date ($p < 0.01$). Teacher's appreciation on good performance boosts-up the student's learning ($p < 0.01$) and A teacher who creates a sense of curiosity among students sharps their learning attitudes ($p < 0.01$)). Mean \pm Standard division, similarly teachers had more positive attitudes than students in the gender and emotional stability. According to Cohen (1988). effect sizes can be considered small (0.000) and large (0.036). From the above discussion, it is concluded that teachers had higher emotional stability and more positive attitude towards than students.

Table5. Mean \pm Standard Deviation and Differences between gender (ANOVA Results and Effect Sizes) for Social Interaction

Social Interaction	Male	female	F-value	Effect Size
Supportive behavior of teacher is a source of empowerment for students	3.79±1.04	3.96±1.04	4.020*	0.005
Teacher's responsible behavior improves students' social attitudes	3.68±1.22	4.02±1.05	13.098**	0.017

Ana Relationship between Teachers' Emotional and Social Traits of Personality and their Impact on the Learning Attitudes of Students at College Level

Teacher's punctuality has positive impact on students' behavior	3.90±1.18	4.25±0.97	16.026**	0.021
A committed teacher improves social behavior of students	3.98±1.10	4.35±0.91	20.098**	0.026
Teacher's consciousness about status affects students' behavior	3.92±1.11	4.34±0.87	27.423**	0.035
Friendly attitude of teacher enhances the learning behavior of students	3.86±1.07	4.04±0.93	5.174*	0.007
A polite teacher has positive impact on the learning attitudes of students	3.93±1.09	3.95±0.97	0.047	0.000

* $p < 0.05$, ** $p < 0.01$ male ($n=186$) and female ($n=584$)

Table 5 presented that there was significantly differences between gender and six social interaction (Supportive behavior of teacher is a source of empowerment for students ($p < 0.05$). Teacher's responsible behavior improves students' social attitudes ($p < 0.01$). Teacher's punctuality has positive impact on students' behavior ($p < 0.01$). A committed teacher improves social behavior of students ($p < 0.01$). Teacher's consciousness about status affects students' behavior ($p < 0.01$) and Friendly attitude of teacher enhances the learning behavior of students ($p < 0.05$)). Mean \pm Standard division, similarly teachers had more positive attitudes than students in the gender and social interaction. According to Cohen (1988). effect sizes can be considered small (0.000) and large (0.035). From the above discussion, it is concluded that teachers had higher social interaction and more positive attitude towards than students.

Table6. Overall Mean \pm Standard Deviation and Differences between gender (ANOVA Results and Effect Sizes) statements

Statements	Male	Female	F-value	Effect Size
Emotional Stability	3.87±0.79	4.11±0.65	17.921**	0.023
Social Interaction	3.86±0.80	4.13±0.66	19.825**	0.026

* $p < 0.05$, ** $p < 0.01$ male ($n=186$) and female ($n=584$)

Table 6 presented that there was significantly differences between gender and five overall statements (Emotional Stability ($p < 0.01$). Social Interaction ($p < 0.01$)). Mean \pm Standard division, similarly teachers had

more positive attitudes than students in the gender and overall statements. According to Cohen (1988) effect sizes can be considered small (0.020) and large (0.059). From the above discussion, it is concluded that teachers had higher overall statement and more positive attitude towards than students.

Findings from Teachers (N=150)

Impact of Teachers' Emotional Stability on the learning attitudes of Students

- Forty seven percent (47%) respondents agreed and 41% strongly regarding teacher's caring behavior creates better co-ordination with students.
- Forty one percent (41%) respondents agreed and 40% strongly agreed that a teacher, who cares the self respect of students, promotes their learning experiences.
- With the statement regarding that a confident teacher affects the learning attitudes of students, forty six percent (46%) respondents agreed and 39% strongly agreed.
- Forty eight percent (48%) respondents strongly agreed and 37% agreed that innovative ideas of teacher keep students up-to-date.
- Forty five percent (45%) respondents strongly agreed 40% agreed regarding sympathetic behavior of teacher improves students' learning.
- Seventy five percent (75%) respondent strongly agreed and 21% agreed about teacher's appreciation on good performance boosts-up the student's learning.
- Fifty two percent (52%) respondents strongly agreed and 39% agreed regarding statement that a teacher who creates a sense of curiosity among students sharps their learning attitudes.

Impact of Teachers' Social Qualities on the learning attitudes of Students

- Forty five percent (45%) respondents agreed and 40% strongly agreed that supportive behaviour of teacher is a source of empowerment for students.
- Forty three percent (43%) respondents strongly agreed and 41% agreed about teacher's responsible behavior improves students' social attitudes.
- Forty seven percent (47%) respondents strongly agreed and 39% agreed with the statement that teacher's punctuality has positive impact on students' behavior.

- Forty six percent (46%) respondents strongly agreed and 45% agreed that a committed teacher improves social behaviour of students.
- Forty nine percent (49%) respondents strongly agreed and 42% agreed regarding teacher's consciousness about status affects students' behavior.
- With the statement regarding friendly attitude of teacher enhances the learning behavior of students, fifty one percent (51%) respondents agreed and 34% strongly agreed.
- Fifty six percent (56%) respondents agreed and 29% strongly agreed that a polite teacher has positive impact on the learning attitudes of students.

Findings from Students (N=600)

Impact of Teachers' Emotional Stability on the learning attitudes of Students

- Forty eight percent (48%) respondents agreed and 28% strongly regarding teacher's caring behavior creates better co-ordination with students.
- Thirty four percent (34%) respondents agreed and 27% strongly agreed that a teacher, who cares the self respect of students, promotes their learning experiences.
- With the statement regarding that a confident teacher affects the learning attitudes of students, forty two percent (42%) respondents agreed and 36% strongly agreed.
- Forty three percent (43%) respondents agreed and 34% strongly agreed that innovative ideas of teacher keep students up-to-date.
- Thirty eight percent (38%) respondents agreed and 37% strongly agreed regarding sympathetic behavior of teacher improves students' learning.
- Seventy percent (70%) respondent strongly agreed and 20% agreed about teacher's appreciation on good performance boosts-up the student's learning.
- Forty one percent (41%) respondents strongly agreed and 39% agreed regarding statement that a teacher who creates a sense of curiosity among students sharps their learning attitudes.

Impact of Teachers' Social Qualities on the learning attitudes of Students

- Forty six percent (46%) respondents agreed and 28% strongly agreed that supportive behaviour of teacher is a source of empowerment for students.
- Thirty seven percent (37%) respondents agreed and 35% strongly agreed about teacher's responsible behavior improves students' social attitudes.
- Forty six percent (46%) respondents strongly agreed and 35% agreed with the statement that teacher's punctuality has positive impact on students' behavior.
- Fifty percent (50%) respondents strongly agreed and 37% agreed that a committed teacher improves social behavior of students.
- Forty six percent (46%) respondents strongly agreed and 40% agreed regarding teacher's consciousness about status affects students' behavior.
- With the statement regarding friendly attitude of teacher enhances the learning behavior of students, fifty percent (50%) respondents agreed and 31% strongly agreed.
- Forty four percent (44%) respondents agreed and 31% strongly agreed that a polite teacher has positive impact on the learning attitudes of students.

Findings from Students and Teachers (N=750)

Impact of Teachers' Emotional Stability on the learning attitudes of Students

- Forty eight percent (48%) respondents agreed and 31% strongly agreed with the statement regarding teacher's caring behavior creates better co-ordination with students
- Thirty six percent (36%) respondents agreed and 30% strongly agreed with the statement regarding a teacher, who cares the self respect of students, promotes their learning experiences.
- Forty three percent (43%) respondents agreed and 37% strongly agreed with the statement regarding a confident teacher affects the learning attitudes of students.
- Forty two percent (42%) respondents agreed and 37% strongly agreed with the statement regarding innovative ideas of teacher keeps students up-to-date.
- Thirty eight percent (38%) respondents agreed and 38% strongly agreed with the statement regarding sympathetic behavior of teacher improves students' learning.

- Seventy one percent (71%) respondents strongly agreed and 20% agreed with the statement regarding teacher's appreciation on good performance boosts-up the student's learning.
- Forty three percent (43%) respondents strongly agreed and 39% agreed with the statement regarding a teacher who creates a sense of curiosity among students sharpens their learning attitudes.

Impact of Teachers' Social Qualities on the learning attitudes of Students

- Forty six percent (46%) respondents agreed and 31% strongly agreed with the statement regarding supportive behaviour of teacher is a source of empowerment for students.
- Thirty eight percent (38%) respondents agreed and 37% strongly agreed with the statement regarding teacher's responsible behavior improves students' social attitudes.
- Forty six percent (46%) respondents strongly agreed and 36% agreed with the statement regarding teacher's punctuality has positive impact on students' behavior.
- Forty nine percent (49%) respondents strongly agreed and 39% agreed with the statement regarding a committed teacher improves social behaviour of students.
- Forty six percent (46%) respondents strongly agreed and 41% agreed with the statement regarding teacher's consciousness about status affects students' behavior.
- Friendly attitude of teacher enhances the learning behavior of students, fifty percent (50%) respondents agreed and 31% strongly agreed.
- Forty six percent (46%) respondents agreed and 31% strongly agreed with the statement regarding a polite teacher has positive impact on the learning attitudes of students.

Discussion

This study has revealed that teacher's personality traits like emotional stability and social qualities had positive impact on the learning attitudes of students. This idea was supported Roberts, Kuncel, Shiner, Caspi, & Goldberg (2007) they presented the list of qualities of teachers which made them not only popular but also effective with pupils. They are: pleasant, kindly disposition, with a sense of humor, cheerful and disposed to keep the class cheerful; interested in students, eager to provide help in difficulties, devoted to

encourage them in their enthusiasm and interests; ready to clarify things whenever approached, tolerant of student's faults, willing to repeat and simplify parts of lessons not understood; alert, active and full of enthusiasm for the task and the company of pupils; has no favorites and is not biased against any; maintains discipline, is firm but not harsh; be presentable in health, appearance and dress.

Murray & Staebler (1974) mentioned that confidence level, innovative ideas, sympathetic behavior, positive appreciation of teachers boosted up and created a sense of curiosity among students. Majority of respondents expressed that supportive behaviour, punctuality, commitments, consciousness, polite and friendly behavior of teachers enhanced the learning attitudes of students. Teachers expressed that priority wise, punctuality, honesty and hard work are key qualities of teachers while students viewed that friendship, confidence and competency are important qualities in the behaviour of good teachers. This idea also supported by Acikgoz (2005). the educators and researchers have debated which teacher-specific variables influence students' motivation towards teachers and learning. A great deal of suggestions in this field has been made so as to reach at better educational settings.

Conclusions

It was explored that emotional stability of teachers, caring behavior and self respect promoted the learning experiences of students. Murray and Staebler (1974) mentioned that confidence level, innovative ideas, sympathetic behavior, positive appreciation of teachers boosted up and created a sense of curiosity among students. Majority of respondents expressed that supportive behaviour, punctuality, commitments, consciousness, polite and friendly behavior of teachers enhanced the learning attitudes of students.

References

- Acikgoz, F., (2005). A study on teacher characteristics and their effects on student's attitudes. *The Reading Matrix*. 5(2):103-105.
- Anastasia, A., (2008). *Psychological Testing* (6th ed.), New York: Macmillan.
- Ansari, Z. A. (1983). *Study Habits and Attitude of Students*, National Institute of Psychology. Islamabad.
- Bhatia, H. J. (1977). *A Textbook of Educational Psychology*, New Delhi, Macmille company of India Pp. 69, 77.
- Blickle, G. (1998). Personality traits, learning strategies, and performance, *European Journal of Personality*.
- Bloom, B. S. (1976). *Human Characteristics and School Learning*. New York: McGraw-Hill.
- Campbell, J. B. & Hawley, C. W. (1982). Study Habits and Eysenck theory of Extroversion-Introversion, *Journal of Resources in Personality*.
- Carver, C .S. & Scheier, M.F. (2000). *Perspective on Personality*, (4th ed.). p.5
- Cohen, J. (1988). [*Statistical Power Analysis for the Behavioral Sciences*](#) (2nd ed.). New Jersey: Lawrence Erlbaum Associates, [ISBN 0-8058-0283-5](#), retrieved 10 July2010.
- Funder, D. C. (1997). *The Personality Puzzle*. New York: Norton. Pp.1-2
- Hsu, P. P. (1983). The Relationship among Teacher characteristics, Teacher-Student Interaction and Students Academic Achievement, *Bulletin of Educational Psychology*.
- Mangal, S. K. (2012). *Advanced Educational psychology*, (2nd ed.), PHI Learning Pvt. Ltd.
- Murray, H. & B. K. Staebler. (1974). Teacher's Level of Confidence and Student Achievement Gains, *Journal of School Psychology*.

Premuzic, T.C. (2011). *Personality and Individual Differences* (2nd ed.), British Psychological Society and Blackwell Publishing Ltd.

Roberts, B. W., Kuncel, N., Shiner, R., N., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socio-economic status, and cognitive ability for predicting important life outcomes, *Perspectives in Psychological Science*.