

A Review on the Influence of Teachers' Personality on Students' Learning Experiences

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Abstract

The teacher is the only audio-visual aid that appears in every lesson, whose primary responsibility is to help others learn. In the teaching and learning process, the behaviour of the teacher within and outside the school system is a catalyst toward achieving the educational objectives. Today, teachers tend to engage in sexual relationships with their students, while others engage their students in secret cult activities to mention but few among them. Ideally, a teacher is said to be an exemplary person whose job is to direct, correct, and guide students in the right direction. In view of this, the paper discusses the personality and professional qualities of good teacher to include kindness, fairness, humility, honesty, and sound in his teaching area. Also contained in this paper include the theories of personality development, and hence the use of trait theory of personality as a framework work for this study. In addition, the paper reviewed the use of secondary sources, such as journals, textbooks, in order to back up the present topic of the discussion. Conclusively, the paper suggested that in teaching and learning process the teacher should combine both professional and personal qualities in order to achieve his target goals.

Keywords: Personality, Teachers' Personality, Professional Qualities, Students, Learning Experiences.

Introduction

It is quite common for students to hear them talk with their friends about issues relating to their teachers when they come home from school. Many of the students will describe what they have learnt at school today, as simple as A, B, C, and D. Others will describe their English master as a rigid person; few will describe their form master as a gentle and honest person. All that the students are trying to inform others is part of their teacher's personality. Personality has a long history. It dates from the time of the Greek physician Hippocrates (460-377 BC). In order to understand the behavior of people in an organizational setting, we need to know the basic nature of person personality; it is a psychological behavior phenomenon, which analyses the cognitive factors and presentation of individuals in the society. Personality is made up of the characteristic patterns of thought, feelings, and behaviour of an individual. These attributes make a person unique. Personality originates within individuals and remains fairly consistent throughout life. The teacher whose primary responsibility is to teach others or to make them exhibit certain characters that are

attractive to students and the community at large. Therefore, this paper suggested the desirability of a teacher to have both professional and personal qualities if he wants to achieve the objectives of education as stipulated in the National Law.

policy on education. Such qualities that make a teacher effective in the school system include honesty, good command of language, and mastery of subject matter, among others.

The Concepts of Personality (Teacher Personality)

The literal definition of personality when you look up the meaning of personality by laymen terms, you may find something like that what characterised a person in everyday life. The moral character, identity, or predisposition. Scientists use more extensive definitions of personality. The American psychologist defined the concepts as something like 'personality is a stable, organised collection of psychological traits and mechanisms'. Personality consists of various kinds of characteristics, belief, and state of mind that distinguish one person from another. It is content and structured collection of mental traits and mechanism of human beings which influence their communication physical/psychological and social environment Binti (2014) defines personality that comprises opinion, moral attitudes, character, skills, self-confidences, intellect, inspiration, behaviour, and so on. (Sourke, and Bonjar, 2016) characterised personality as a compound and a set of fixed and stable qualities of an individual which distinguish him from others. (Zargar, 2013) explore personality traits that are linked with intelligences, stable emotional behaviour, and attitudes that are mostly associated with outer physical activities. Therefore, looking at the above analysis of what made personality, it can be easily defined as the sum of teacher behaviour both professionally and physical behaviour.

Theories of Personality

The field of personality theories continues to grow and change as more research opportunities arise and studies are completed. As research has evolved, so have theories themselves. Certain theories may have lost some validity, due to inconclusive research or new findings by experts.

1. Psychodynamic Theories

Freud trusted Source laid the foundation for psychodynamic personality theories with his proposal of the id, the ego, and the superego. Freud saw these three parts of the mind as the basis of human personality. According to Freud, these concepts could explain individual behaviour. The ID was about your irrational and emotional impulses, while the ego weighed all the rational pros and cons. The superego then sought to apply social norms, rules, and other personal values that ultimately encouraged you to act based on your core beliefs. Later, in the part of Freud theory on psychosexual personality development, he explained how a person came to those beliefs and ideals.

Freud thought that early childhood experiences played the most important role in how personality developed. Early life, he said, was defined by five psychosexual stages based on pleasure sensations in erogenous zones.

- oral: mouth and sucking reflexes
- anal: bladder and bowel control
- phallic: genitals and gender identification
- latency: sexuality is paused and latent, and gives room to social skills
- genital: mature sexuality and defined sexual interest and orientation

Freud suggested that each stage presented you with a developmental conflict. If you successfully overcome it, you would move onto the next phase of development. According to Freud's personality theory, not being able to move past a phase resulted in certain psychological challenges, such as the Oedipus complex, later in life. Carl Jung and Erik Erikson are other names commonly associated with important work in the field of psychodynamic theory, although Erikson particularly marked a significant change from Freud's theories.

2. Trait Theories

Trait theory is one of the most popular types of personality theory. It proposes that people's personalities vary according to which basic personality traits are the most dominant. In this sense, each trait is seen as a continuum. Take kindness, for example. Rather than viewing this as an optional personality trait, some people are kind while others are not, you can think of it as a sliding scale. Everyone falls somewhere on the kindness continuum. And you are either more kind or less kind compared to someone else. One of the best-known trait theories is the five-factor theory, also known as the Big 5, proposed by Donald W. Fiske. This theory states that personality is made up of five distinct traits:

- agreeableness
- Conscientiousness
- extraversion
- neuroticism
- openness to experience

Each trait has a range that goes from one extreme to another, and each person falls somewhere along that range. Other known trait theories include those developed by Gordon Allport, Raymond Cattell, and Hans Eysenck. Eysenck's theory, for example, focused on just three continuums of traits for everyone: extraversion, neuroticism, and psychoticism.

3. Humanistic Theories

The humanistic approach to personality theories involves understanding not only behaviour and thought patterns but also what someone believes gives meaning to their life. Humanistic theories propose that the personality of someone is highly dependent on what they think of themselves and who they believe to be. (Aruma, 2017) opines that Abraham

Maslow's humanistic hierarchy of needs, for example, suggested that personality is the result of someone being able to meet or not meet basic needs such as safety, self-esteem, and belongingness.

Carl Rogers explored the concept of self-actualisation. This theory claims that people are driven by their need for personal growth. The quest to learn and grow is what shapes someone's personality.

4. Social Cognitive Theories

Social cognitive theories of personality include several schools of thought such as behaviorism, social learning theory, and expectancy value theory.

Behaviorism: Behaviorism theory proposes that human behaviour is the direct result of facing rewards and punishments. In other words, you are conditioned to respond in a certain way due to a reward-punishment pattern in your life. If being generous at school gained you social admiration, later in life you may continue to be generous because of that early positive reinforcement. John B. Watson is often credited with pioneering behaviour theory work, although William Carpenter, Alexander Bain, and Sigmund Freud also have ties to its early conceptualisation.

Social learning theory: Closely related to behaviorism is Albert Bandura's theory of social learning, which takes behavioural models and adds the component of thought. In other words, the theory proposes that your thought process plays an essential part in deciding if you should or should not imitate a certain behaviour (learning). According to the theory of social learning, how you perceive behavioural reinforcement is more important than the reinforcement itself. A child who loves candy might see it as a reward, whereas a child who does not like candy would see it as a punishment. Bandura also believed that the environment influences a person's personality and vice versa.

Being cooperative, for example, might provide you with job opportunities. It might also increase the cooperativeness of those around you, creating an environment of cooperation. Bandura changed the name of the model from social learning to social cognitive theory in 1986.

Expectancy value theory: Another behaviorism-based model of human personality is the Julian Rotter framework. The proposed Rotter proposed human behaviour is motivated by the expected rewards or punishment it can gain. This expectation comes from past experiences and whether or not you thought that the consequences of your actions were under your control. When someone believes that they have control over an outcome, they are more motivated to act. This is particularly so when they anticipate a positive outcome because similar actions have been rewarded in the past. You have learnt that studying at least 4 hours before a test leads to you passing said test. The next time a test is scheduled, you are more motivated to study for 4 hours to achieve a pass.

5. Biological Theories

Biological personality theories claim that brain structures and neurophysiology are what determine your personality traits. In other words, something as simple as higher levels of neurotransmitters might provide you with a more positive outlook, for example, than someone else. Hans J. Eysenck and Jeffrey A. Grey both included neuropsychology in their personality theories.

6. Evolutionary Theories

Charles Darwin first introduced the concepts of evolution and natural selection in the mid-1800s. His work sparked an entire field of evolutionary biology. Later, other scientists explored Darwin's premises to explain human behaviour. According to this framework of evolutionary theories, human personality is primarily the result of genes and the most useful traits. Ultimately, evolutionary theory states that personality characteristics that increased the survival chances of your ancestors are the traits you may have at the core of your personality today. Your fear of snakes may feel instinctual, but evolutionary theory states that it may result from your ancestors learning that snakes could be dangerous.

Theoretical Framework for this Study

This study is based on the personality development trait theory, which proposed that people's personalities vary according to which basic personality trait is more dominant. Therefore, each trait is seen as a continuum. For example, some of the characteristics of a good teacher is that he should be honest, kind, and humble to his students and friends. Some teachers are kind, while others are not. The theory recognised that everyone falls somewhere on the kindness continuum. The trait theory was adapted for this research in the sense that the theory recognised five (5) factors theory, also known as Big 5, proposed by Donald W. Fiske. The theory states that personality is made up of five distinct traits. And these are pleasant, conscientiousness, extraversion, neuroticism, and openness to experience. Therefore, an individual may satisfy or exhibit one or more characters. But the teacher must have and exhibit good characters that make him ideal in the classrooms and outside the school environment.

Characteristics of Teachers That Can Influence Student Learning Outcomes

The teacher is both an instrumental learner; however, the learner in the classroom environment behaves in response to the teacher's method. The way in which he behaves explains the lesson and interacts with the students during a course of study has a great impact on his success and achievement. The following are the personality attributes of the teacher that have an impact on student learning.

1. A good teacher is a strong communicator. It is only through communication that students will come to understand the teacher, and through communication they will equally understand the problems affecting his students. The absence of communication between teacher and student yields a negative response from the learners. They may have problems

that need immediate attention and communication gap established by the teacher hinder remedy on the side of pupils and eventually students will develop fear and nonchalant attitudes toward such teacher area of specialisation. This point was supported by Tangusy (2021), who opined that his students developed fear toward teaching of mathematics, but through effective communication he was able to bring the student to mathematics in the second year of entry into the school. Therefore, teachers should communicate effectively to enable them to understand the needs and problem of their students.

2. Emotional stability

This is another area of interest on the part of teacher personality, which has effects on teaching and learning out to both learners and teachers. When a teacher is emotionally stable means that he is ready for the task ahead of him, but when he is emotionally disturbed, he cannot impact anything in the side of his students and eventually student may not have anything out of what he is going to teach them. Mkpong (2015) asserted that emotional stability is a necessary ingredient or teacher's competence. He maintained that the teachers must remain emotionally stable in order to change students' understanding.

3. Kindness

This is an important character that every teacher should have towards his students. The teacher regardless of his area of specialisation should always be kind to his students. Kindness in this field can be exhibited in form of assistance and sympathy toward students. The teacher should know that students come from different social and economic backgrounds. Therefore, they are not expected to behave the same. When a teacher is kind to his pupils, it will help him attract their attention in the class and outside classroom environment. Students will develop interest in his teaching subjects. Abdul and Ghonu (2016) demonstrated that kindness is an indicator that brings a working connection. It is a feeling of being charitable and reliable, and hence motivates the learners.

4. Patience

No matter what level you are teaching, the teacher should be patient while in the classroom, working with colleagues. Patience is one of the most important skills to practise as a teacher. The teacher who easily becomes provoked and punishes the student is destroying himself by creating barriers to the student teacher relationship. But the patient teacher is loved and admired most by the students.

5. Good teachers are lifelong learners: One of the key skills expected of a good teacher. For instance, teacher learning more about his subject area, learning new methodologies or exploring how to bring more technology in the classrooms, continuing to expand his knowledge is important in teaching and learning process. Using such aids, students can attract attention to their class. In short, teachers need to be innovative.

6. The teacher should have good mastery of the subject matter: This is one of the professional qualities that is expected from every teacher. Teacher should have mastery of the subject he is teaching or sound knowledge of his subject, this will in turn reflect to his pupils. The teacher who has not prepared for his class or does not have anything in the brain

on topic to teach his students will eventually present nothing to his class. Therefore, the teacher is expected to prepare ahead of time and always work in advance.

7. Teacher should establish a good working relationship with his students.

8. The teacher should not live a cat and dog life or play a military life with the student. The teacher should play the role of father or guardian for his students. Garck (2010) shows that a friendly relationship with students and teacher makes a valuable predictor motivate students based on their academic performance because the relationship between them tends to motivate students to learn and developed an interest in the subject. However, Yunus, Osma (2011), described that optimistic relationship between teacher and students increases motivation level and also improves their achievements. Students achieve outstanding grades in their subject when taught by their loving teacher.

9. **Good teachers show empathy:** Another key to engaging students and improving their learning is to treat each student as an individual, by being empathetic and understanding to what may be going in their lives. The teacher should take a moment to think about what could be going on in the life of his student. It is so important for the teacher to be observant, attentive, and empathetic, and always have positive attitudes.

10. **Adaptability:** Adaptability is also one of the skills needed from a teacher. An effective teacher needs to be able to work in a constantly evolving environment and adjust their teaching methods based on the age of their students, the sources available, changing curriculum, practise, and requirements. Change is constant, and learning to adapt and adjust is one of the skills that has been helpful to teaching and learning situation. Awan (2011) opines that the teacher is the mirror of the educational system. Teacher mood and behaviour influence student success.

11. **Humour:** This is an important skill that teachers should expect. This means that teaching and learning should not be boring and make the class vivid, which requires sharing appropriate jokes that relate to content the teacher wants to transmit. This funny character will make your students respond and admire your way of teaching. Students will become ambitious and like your class because they love fun and jokes.

Conclusions

Teacher is both an instructor and a learner; however, the learner in the classroom environment behaves in responses to the teacher's method and personality. The manner in which he behaves, explain the lesson, and interact with students during a course of study has great impact on their success and achievement. Therefore, the best teachers are those who have a good personality and a good behaviour towards their profession. To achieve success in his lesson and to achieve national objectives of education stipulated in the national policy of education, there is a need for teacher to demonstrate high level of personality both personal and professional qualities that attract his students toward achievements of national goals.

Suggestions

The following are our suggestions on how to improve teacher personality in school environment.

1. All three (3) tiers of governments should make it mandatory that only graduates with teaching qualification will be employed to teach at all levels of education in the country.
2. Principals/Head teacher should ensure that teachers without good personality should be transferred to nonacademic sections of their schools.
3. Recruitment of teaching staff should be on merit not on political grounds. Candidates with solid knowledge capable of undergoing training should be recruited in the teaching profession.
4. Hard-working and courageous teachers should be promoted and proper reward should be given to people of proven integrity.
5. Recruit teachers with proven professional and personal qualities only.

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