## Teacher's Personality as an Influential Learning Motive
## Raid Si Zoubir Secondary School/ Tiaret as a Case

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**Summary:**

The current study attempts at investigating the impact of teachers' personality on learners' motivation. As case study, it makes use of a descriptive analytic method. The point is that data are collected from teachers and students as the targeted population at Raid Si Zoubir Secondary School /Tiaret. Thus, nine teachers are observed by the researcher through filling an observation sheet measuring the five dimensions of personality which are: Conscientiousness, Agreeableness, Extraversion, Openness and Neuroticism. In addition to observation, questionnaires handed for third year students for the purpose of evaluating their relationships with teachers. Results provide strong arguments about the importance of teachers' personality and its effects on learners' motivation. On the basis of the drawn conclusions, recommendations are set. The outcome of this study is an account of experiences and procedures that will guide the development and maintenance of the relationships between a teacher and learners.

**Keywords :** teachers' personality; influential motive; learners' motivation; five dimensions of personality; learning

### 1. INTRODUCTION

In addition to the cognitive operations, the learning process involves psychological factors that play a vital leading role in its fostering. The relationship that develops between the teacher and his learners is of a paramount importance and ends in a more effective learning, as far as their motivation to learn is concerned. This study is highly significant for its investigation of teachers-learner' interactions as a major ingredient in

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classroom management. The aforementioned ingredient plays an important role in enhancing the learning process. Thus, the current research can help reshaping teachers-learners' interactional environment for better performances of both partners.

It is worth stating that the kind of relationship between the teacher and learners is deep-rooted to his/her personality and the way s/he deals with learners. Teacher's classroom performance is shaped

by personality characteristics. those traits certainly affect learners' motivation to learn.

As the corpus of this study is to determine the relationship between teachers' personality traits: (Conscientiousness, Agreeableness, Extraversion, Openness and Neuroticism) and learners' motivation, the following questions are at the core of this study:

1. Is there any relationship between teacher's personality and learners' motivation?
2. How can teachers' personality affect learners' motivation?

Plausible answer for the previous question could be the following hypotheses to be tested:

1. There is a solid relationship between teacher's personality and learners' motivation.

2. Teachers' personality can affect learners' motivation either positively or negatively.

Since personality and motivation are two things that cannot be observed directly, this study uses two data collection instruments: The first one is an observation chart that focuses on collecting data about of nine different teacher's vivid classroom performances. The researchers utilized the Big Five Model in order to measure major teachers' personality traits which are Conscientiousness, Agreeableness, Extraversion, Openness, and Neuroticism. The second tool is a questionnaire given to forty pupils consisting of two parts close and open-ended questions, and all of them are ordered from general to specific.

## 2. Personality

According to Alkinson et al., (1983) personality refers to certain patterns of behaviors and ways of thinking which determine individual's adaptation to the environment. "It is the totality of character and behavioral traits peculiar to an individual. No two persons are alike in this respect, not even identical twins". (Cruickshank, Jenkins and Metcalf, 2003, p.5) In other words, personality is unique to each person and differs from one individual to another. Furthermore, "…personality is the performance of emotion, mind and behavior of each person which affect the environmental and social among people". (Trackoonngam, 1999, p.195 cited in Tungchitsomkid, 2001, p.132). We can deduce form the quote the importance of teacher's personality as the externalized the physical-free elements (feelings and thoughts) in the form of their physicality (actions ). Then, their

contribution in the shaping of all sorts of interactional environments namely; social and educational setting. The matter highlights the influence of personality on the overall human interactional environment.

## 2.1. Personality and Teaching

The National Commission on Teachers' Education and Professional Standards for the National Education Association expressed concern over the personality of the professional teaching by stating that: "…for the professional educator means focus on a personality educator …his attitudes, ethical standards and value commitments, mental health and self-understanding". It is also suggested that "competence in teaching is considered in relationship to the social or cultural groups in which the teacher operates, and to the grade level and subject matter taught". (David G.Ryans, 1960; p.4). . As a deduction, we can state that teachers' competence is shaped by the community and its norms to which the teacher is subjected, as well as the teaching subject.

## 2.2.Personality Traits: 'The Big Five Model'

Personality traits can be defined as tendencies of individuals to behave in similar ways within different settings and situations. It is said that certain teachers who perform well in teaching and providing quality instructional are those who show certain traits of personality like outgoing, humor, enthusiasm and emotional stability. The Five Factor Model of personality according to Goldberg (1990); John and Srivastava (1990) is one of the most important models which are as follows:

### 2.2.1.Conscientiousness

Conscientiousness is seen as a crucial influential motive on human thoughts and actions, as stated in "Conscientiousness describes socially prescribed impulse control that facilitates task and goal directed behavior, such as thinking before acting, delaying gratification, following norms, organizing and prioritizing tasks"(John and Srivastava, 1999; p.121). According to Manning et.al (2006) conscientiousness is about those goals individuals try to set and the degree to which they follow them in a focused manner. Other characteristics can be attributed to this kind of individuals as self-discipline, dutifulness, competence and achievement.

### 2.2.2. Agreeableness

Bakhshi (2010) maintains that agreeableness is the degree to which someone is tolerant, trusting, kind, polite, sensitive and warm. Furthermore; Barry and Friedman (1998) see that agreeableness is associated to pro-social destined toward searching good results for both oneself and the other group members. Openness can be defined as the tendency to be trusting, thoughtful, caring, kind, and compliant, and having an optimistic view. In this sense agreeable individuals can be described as pro-social and communal-oriented. That is why Bernerth et.al (2007) describe agreeable individuals as being caring, naturally good and cheerful.

### 2.2.3.Extraversion

Mount and Barrick (1995) state that extraversion is most often described as the degree to which a person is sociable, talkative, gregarious, active, assertive, adventurous, energetic and ambitious. So, as Eysenk says (1986) that extraverts tend to seek interaction with others, novel experiences and complex, varied and intense stimuli. So, many researchers suggest individuals who possess such a trait tend to like people, prefer groups, enjoy excitement and stimulation and experience positive effect such as energy and excitement. Also, they tend to be high in positive affectivity, self-efficacy and optimism. So, an extravert teacher will certainly influence his students positively and makes them motivated and eager to learn.

### 2.2.4.Openness

Manning et.al (2006) link openness to an individual's openness to new experience and this can be seen, for example, in a person's creativity level, interest's breadth and intellectual qualities. Most researchers see that openness is more to new experience or change closely related to active imagination, attentiveness to deep emotions, variety preference, intellectual curiosity and judgment independence. Barrick and Mount (1991); Lievens, Harris, Van keer and Bisqueret (2003) also point out to the high motivation to learning new skills that people high in openness have. Creativity and originality are prominent features of this personality. Individuals who score high in openness should be more likely to report deep engagement in their work which may serve to satisfy their curiosity and adapt to new perspectives they seek.

### 2.2.5. Neuroticism

Neuroticism is related to people with negative effect and low self- esteem. Watson and Clarck (1984) define negative effect as a propensity to see the surrounding in a negative emotional state. Teng(2008) mentioned that neuroticism or emotional instability refers to the degree to which someone is irritable, anxious, and temperamental. Judge et.al (1998) say that neuroticism is negatively associated with self-efficacy, self-esteem and locus of control. Similarly, Costa and McCrae (1992) note that neuroticism consists of some specific traits of anxiety, hostility, depression, self-consciousness, vulnerability and impulsiveness.

## 3.Definition of Motivation

According to Ben Ari and Rich (1992), motivation refers to students' willingness to invest time, effort and skills in the tasks set for them. So, teachers must set interesting tasks in order to attract learners' motivation and willingness to learn. Skinner and Belmont say that in school, motivated students:

> … select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing

action, including enthusiasm, optimism, curiosity and interest. (Skinner and Belmont, 1991, p. **3**).

Teachers are meant to exhibit a feeling of positivity while performing an action as being optimistic, curious and show concern over the task they perform.

### 3.1.Intrinsic and Extrinsic Motivation

These types of motivation are discussed in the next step as the major classification of motives.

### 3.1.1.Intrinsic Motivation

An individual is intrinsically motivated if he does an activity for its sake and for the pure joy that accompanies it without any other influencing factors. According to Dev (1997):

> " a student who is intrinsically motivated will not need any type of reward or incentive to initiate or complete a task. This type of student is more likely to complete the chosen task and be excited by the challenging nature of the activity". (Dev, 1997, p.13).

Intrinsically motivated learners are more likely to be lifelong, continuing to educate themselves outside school setting long after external motivators such as grades and degrees are removed (Kohn, 1993).

### 3.1.2. Extrinsic Motivation

It refers to the motivation of one participating in an activity not for its joy, but to accomplish some external goals as Ryan and Deci (2000), Noels et al. (2003**)** and many others state. If an individual does an activity not for its sake but to receive money, praise, rewards or to avoid punishment, then he or she is extrinsically motivated as Dev (1997) says a that an extrinsically motivated student learns purely for the sake of gaining a reward or for avoiding punishment. Some research (Dev, 1997; Lumsden, 1994) has shown that using extrinsic motivators to engage learners in learning can lower achievement and affect learners' motivation negatively.

### 3.2.Theories of Motivation

There are many theories which dealt with the notion of motivation such as the followings:

### 3.2.1. Expectancy-value motivation theories

Zoltan Dornyei (2009) maintained that in motivational psychology the most influential conceptualization during the last four decades have tended to adopt an expectancy-value framework. The main idea of expectancy-value theories is that motivation to engage in various activities is the product of two factors: the individual expectancy of success in a particular activity, the value one relates to succeeding in that task. The greater the likelihood of reaching the goal, the greater the incentive value of the goal, the higher positive motivation.

### 3.2.2.**Attribution theory**

The attribution theory became the most dominant educational psychological model in research on student motivation in the 1980s.This theory proponent, Weiner (1992,2010) argues that the subjective reasons to which people attribute their past successes and failures extremely shape their motivational dispositions underlying future action. For example; if an individual attributes his/her past failure in the given task to his low ability, the chances that he will never try the task ever again are high. On the other hand; if an individual believes that the problem lies in the sufficient effort he has made or in the convenient learning strategies he had employed, he is more likely to never give up.

### 3.2.3.**Self-efficacy theory**

Zoltan Dornyei (2009) Suggests that self-efficacy theory refers to people's judgment of their capabilities and competences to perform particular activities. In this sense their sense of efficacy will certainly determine people's choices of the tasks attempted as well as the degree of their aspirations, the amount of effort applied and the persistence displayed. In contrast; a strong sense of self-efficacy results in enhancing people's achievement by providing them with the necessary self-confidence needed to overcome threatening situations and to heighten and sustain effort in the face of failure.

### 3.2.4. **Self-worth Theory**

According to Govington's (1992) self-worth theory of achievement motivation, the highest human priority, is the need for accepting oneself and in this way the school dynamics are in reality the reflection the trials of protecting self-perception of ability. The need for self-worth may create some specific patterns of motivational beliefs and behaviors in school settings. an example on this may be the tendency of people to hide the amount of effort when they succeed in carrying out an activity so that others think they have high ability.

### 3.2.5.**Goal Theories**

There are two significant areas where goals differ: the degree of their difficulty and specificity. Locke and Latham (1996) maintain that goals which are both difficult and specific result in higher performance. Pintrich and Stchunk (1996) mark that goal-orientation theory is probably so influential on student motivation in classrooms. Ames (1992) asserts that this theory concentrates on two contrasting achievement goal orientations that student may use in performing their school work. Then, mastery orientation in pursuit of mastery goals with emphasis on learning the content; as an emphasizes demonstrating ability, obtaining good grades.

### 3.2.6.**Self-determination theory**

Zoltan Dornyei (2009) mentioned that one of the well-known distinctions in motivation theories is that of intrinsic and extrinsic motivation. The former deals with behavior performed for the sake of experiencing satisfaction of one's curiosity. The latter deals with behavior performed as a means to an end or for

the sake of receiving some extrinsic rewards. According to Zoltan and Stephen Ryan (2015) self-determination theory emphasizes how people pursue three psychological needs. The first psychological need is autonomy which is when the individuals feel that they are in control of their actions. The second psychological need is relatedness which is when the individual is connected to other people. And the third psychological need is competence which is the feeling that one is capable to accomplish.

One can state that most investigation attempts tried to link teachers' personality with learners' performance. But, they neglected investigating the positive of negative influence of the monitoring factors behind the occurrence of the learning outcomes.

4. Methodology

This investigation appeals to the implementation mixed method as being both descriptive and analytic method. The process implies going on an observational action and questionnaires delivery. The first research tool comprises the researcher's observation of nine teachers' interactional classroom environment from a closer corner at *Raid Si Zoubir Secondary School* /Tiaret. This research tool is meant to be a structured observation; The observer is expected to collect data about teachers-learners' frequent interactions. The action aims at collecting facts about classroom vivid experiences concerning five sessions which are as follows; Conscientiousness, Agreeableness, Extraversion, Openness and Neuroticism.

The second research tool is about handing questionnaires for third year students at the same school in order to collect more facts about what might happened before the observation process. The use of questionnaires at this stage gives room for detection of any" snafus", as the researchers aims to pay attention to any disguised comportments of both teachers and students. As a case study, it is targeted for more concentration and control over the sample targeting the collection of more reliable data about the issue.

5.Discussiontion of Results

This step is dedicated to the discussion of data collected through the use of the investigation tools class observation and the questionnaire.

5.1. Observation Sheet

Results found in the Observations Protocols are presented in this section, which is based on the Big Five Model of personality (1-Conscientiousness, 2-Agreeableness, 3-Extraversion, 4-Openness and 5-Neuroticism). So, we have a table for each Big Trait (5 Big Traits) with five characteristics for each personality trait.

**Table 1: Conscientiousness**

| 1.Coscientiousness | Number Of Teachers Who Are : | | | | |
|---|---|---|---|---|---|
| | Very inaccurate | Slightly inaccurate | Can't say anything | Slightly accurate | Very accurate |
| Dependable | 1 | 4 | 0 | 4 | 0 |
| Hard-working | 0 | 2 | 0 | 4 | 3 |
| Organized | 0 | 3 | 0 | 2 | 4 |
| Self-disciplined | 0 | 0 | 0 | 3 | 6 |
| Responsible | 0 | 1 | 0 | 5 | 3 |

In Conscientiousness table, most of the nine observed teachers are not dependable (five of them) and this can be very negative and will certainly influence their learners' motivation because if they cannot depend on the teacher, they will not study his module properly.

On the other hand, most of them are hard-workers, organized, self-disciplined and responsible. Since in measuring hard-working, we have found that most of them are accurate; the same thing in organization where six of them proved to be accurate. Furthermore, all of them are self-disciplined and responsible except one teacher who is not accurate in responsibility. In fact, this is so crucial in managing their classroom, maintaining respect with pupils and creating a positive environment.

Here, we may conclude that the observed teachers are conscientious. If one of them is not accurate in one characteristic, he will certainly be accurate in the others. It is clear that Conscientiousness is extremely important for any good teacher who desires to influence positively his learners. Wright (2003) notes that people who are high in Conscientiousness, usually have a sense of duty and obligation towards their work and also possess high job performance, motivation, which is our concern, career success and job satisfaction as well.

**Table 2: Agreeableness**

| Agreeableness | Number of Teachers Who Are : | | | | |
|---|---|---|---|---|---|
| | Very inaccurate | Slightly inaccurate | Can't say anything | Slightly accurate | Very accurate |
| Co-operative | 1 | 4 | 0 | 4 | 0 |
| Good-natured | 0 | 2 | 0 | 4 | 3 |
| Courteous | 3 | 0 | 0 | 4 | 2 |
| Trusting | 0 | 5 | 0 | 4 | 0 |
| Cheerful | 1 | 1 | 1 | 4 | 2 |

In the second table, we present the results of the second trait which is Agreeableness. Costa and McCrae (1992) state that it is the tendency to be trusting, caring, considerate, generous and gentle. Those individuals are optimistic, sympathetic and have a desire to help others and expect to be helped by the others as well. Based on the previous definition, we have chosen five main characteristics in order to measure Agreeableness. The results clearly show that most of the teachers are not co-operative (five of them) and not trusting (also five of them) and actually these two features are very important for learners to like their teacher and accept to work with him/her. But, the observed teachers are good-natured (seven of them), courteous (seven of them) and cheerful (also six).

So, in agreeableness as in the first trait, we can say that the nine observed teachers are agreeable to some extent since they help others consistently and here we have found that most of them are not co-operative. But, we can still say that they have features of Agreeableness since Bernerth et. al (2007) describe such people as being good-natured, cheerful and caring. So, these characteristics are tremendously important for any teacher and will definitely influence his learners either positively or negatively.

**Table 3: Extraversion**

| 3. Extraversion | Number of Teachers Who Are : | | | | |
|---|---|---|---|---|---|
| | Very inaccurate | Slightly inaccurate | Can't say anything | Slightly accurate | Very accurate |
| Gregarious | 3 | 0 | 0 | 4 | 2 |
| Assertive | 0 | 5 | 1 | 2 | 1 |
| Active | 1 | 2 | 0 | 5 | 1 |

| Talkative | 0 | 2 | 0 | 7 | 0 |
| Ambitious | 2 | 0 | 6 | 1 | 0 |

Most of the observed teachers are gregarious (6 of them), active (also 6), talkative (7 teachers). But, they are not assertive (5 of them are not) and this is very negative since learners can never learn with someone who does not provide them with appropriate conditions and safe environment to learn. we can also notice that most of them are not ambitious as we couldn't say anything concerning 6 of them. Actually, from our experience as students, we can say that most of the teachers are not ambitious may be because of the bad conditions they are teaching in, and the lack of equipment. All in all, we can say that most of the observed teachers are extraverts to some extent since they are active, talkative and gregarious and those characteristics are very important and should be available in any teacher in order to motivate his pupils and give them potential to learn and succeed.

**Table 4: Openness**

| 4. Openness | Number of Teachers Who Are : | | | | |
|---|---|---|---|---|---|
| | Very inaccurate | Slightly inaccurate | Can't say anything | Slightly accurate | Very accurate |
| Intellectual | 1 | 0 | 0 | 0 | 8 |
| Creative | 2 | 1 | 2 | 3 | 1 |
| Artistic | 3 | 2 | 1 | 2 | 1 |
| Flexible | 0 | 3 | 2 | 4 | 0 |
| Sensitive | 0 | 3 | 1 | 5 | 0 |

Openness is according to McCrae (1992) related to active imagination, aesthetic sensitivity, attentiveness to feelings, intellectual curiosity, preference for variety and independence of judgment. Based on this definition, we have included five important characteristics for the purpose of measuring openness which are: intellectual, creative, artistic, flexible and sensitive.

The results show that almost all the teachers are open to experience since we have found that they are intellectual (all the teachers except one) and this feature is tremendously important since learners lose confidence in a teacher who is not well educated and does not know much about his module. Most of the nine teachers are creative (three of them), flexible teachers and sensitive (five). Still most of them are not.

Being artistic is of half of them (five are not). But, this is not very important because being artistic is something we are born with and not all teachers are gifted to have such quality.

So, we can clearly state that most of our observed teachers are accurate in openness and this of a great importance since those people are highly motivated to learn new skills and do well in training settings; and this is mainly our concern since such kind of teachers will certainly have an impact on their learners.

**Table 5:Neuroticism**

| 5. Neuroticism | Number of Teachers Who Are : | | | | |
|---|---|---|---|---|---|
| | Very inaccurate | Slightly inaccurate | Can't say anything | Slightly accurate | Very accurate |
| Emotional | 0 | 3 | 3 | 3 | 0 |
| Insecure | 5 | 2 | 0 | 2 | 0 |
| Nervous | 4 | 2 | 1 | 1 | 1 |
| Fearful | 7 | 0 | 0 | 2 | 0 |

Finally, the results found concerning the fifth trait in the Big Five Model, Neuroticism which consists as Costa and McCrae (1992) note of the specific traits of anxiety, angry hostility, depression, self-consciousness, impulsiveness and vulnerability. Also, for Mount and Barrick (1995) it can be defined as the extent to which a person is emotional, insecure, nervous, fearful and apprehensive. For better measuring Neuroticism, we have selected four major characteristics; emotional, insecure, nervous and fearful.

We can see from the table that most of the observed teachers are inaccurate in Neuroticism and this is a very positive thing indeed since this final personality trait contains only negative characteristics. The teachers are not emotional (three of them and we could not say anything about three others). Most of them are secure (seven teachers), not nervous (six) and not fearful (seven teachers out of nine) and this is very good since a teacher who is not fearful or insecure will have self-confidence and will have the ability and courage to handle any difficult situation he can face.

**6- Learners' Questionnaire**

This section presents the sampling demographic data of learners. It is based on their gender, age. 78% of the informants are females and the other 22% are males. All the respondents are third year pupils.

**Q1**: In your opinion, most of your teachers' competence is:

| Excellent | Good | Fair | Poor |
|---|---|---|---|
| 5% (2/40) | 65% (26/40) | 25% (10/40) | 5% (2/40) |

**Q2**: How would you rate the quality of teaching given by most of your teachers?

| Excellent | Good | Fair | Poor |
|---|---|---|---|
| 10% (4/40) | 45% (18/40) | 40% (16/40) | 5% (2/40) |

**Q3:** How would you rate the quality of feedback provided by most of your teachers?

| Excellent | Good | Fair | Poor |
|---|---|---|---|
| 5% (2/40) | 35% (14/40) | 40% (16/40) | 20% (8/40) |

**Q4:** Do you feel that most of your teachers are making efforts to motivate you and make you improve your learning:

| Very often | Often | Rarely | Never |
|---|---|---|---|
| 15% (2/40) | 10% (14/40) | 60% (16/40) | 15% (8/40) |

**Q5**: If you need a teacher, to what extent do you think he/she would be available for help?

| Very often | Often | Rarely | Never |
|---|---|---|---|
| 10% (4/40) | 50% (20/40) | 15% (6/40) | 25% (8/40) |

**Q6:** How would you describe your relationship with most of your teachers:

| Excellent | Good | Fair | Poor |
|---|---|---|---|
| 5% (2/40) | 35% (14/40) | 40% (16/40) | 20% (8/40) |

Our analysis provides six tables which categorize the data gathered from both Observation Protocol and learners' Questionnaire. In attending sessions of each observed teacher, the researchers observed several sessions and have chosen the rating that goes much with the teacher for each trait knowing that the rate is as follows: very inaccurate- slightly inaccurate-cannot say anything- slightly accurate-very accurate.

**Discussion**

The first question is about teachers' competence. There is a great satisfaction as 65% of pupils indicated that their teachers' competence was good. This competence can be seen through teacher's ability to understand the educational environment, pupils and also himself, to be able to sensitively react to school situation. Every Secondary school teacher should realize whether his teaching abilities, skills and competencies are sufficient and convincing in the course of educational process.

The second question was about the quality of the teaching given by teachers in the school. According to the pupils' responses, the quality of teaching is good and this belief may be due to teachers' efforts to make their lessons relevant to the content of the course activities by relating them to the daily lives of learners using authentic examples which would deepen the understanding of material. Furthermore; the creation of appropriately challenging assignments is another reason. The point is that a good quality of teaching is closely related to how the course is designed in which teachers take into consideration their pupils' abilities, individual differences, interests and background knowledge. Activities are made to increase in difficulty as the term progresses.

The third question investigates the quality of feedback given by teachers. Most of the pupils are satisfied by the quality of feedback because most of the teachers are providing pupils with specific information about their work which in turn may provide them with information on their abilities. Good evaluation can motivate learners to study. On the other hand, poor and unfair evaluation may make learners less motivated to study.

The fourth question intends to see whether teachers are making efforts to motivate learners to learn. Most of the pupils responded by saying that it rarely happens when teachers do their best to motivate them. This may be attributed to the lack of technological devices and grading that is about rote learning which is not to encourage creativity.

The fifth question tries to find out if teachers are available for the learners whenever they need them. Fortunately, most of their answers indicate that most of the time teachers are available for their help. learners want to see their instructors as human beings and to be seen as real humans as well who need care and love.

The sixth question is to understand the nature of the relationship between teachers and their learners. "Fair" is the answer provided by most of the pupils. As it was discussed earlier in the literature review, establishing a positive relationship is so important for increasing learner motivation. This may be achieved through listening reflectively to pupils and showing warmth. Learning to use the names of pupils is also another strategy that is used by teachers in the school to establish a good rapport with learners.

**Conclusion**

Teaching is a multifaceted profession, but as data suggest, the most important responsibility for a teacher is to demonstrate a sincere interest in learners and make them increase their level of motivation as a priority.

Moreover, the emotional involvement that has been substantiated by the educational literature further supports the findings in this research project. Since the art of teaching is based on a strong foundation of social skills, the teacher must be consciously aware of social interactions and their impact on learners. Educators can also, create an environment that allows them to know learners, and one that demonstrates a sense of safety and shows learners that they are the center of attention and their learning is a valuable process.

The importance of teacher's personality in increasing learners' motivation has been demonstrated in this research project. A large majority of the pupils responded that teachers are very important to their level of motivation and engagement in the learning process. A majority of subjects in the research project unanimously demonstrated support for the creation and development of positive teacher personality.

It is important for the teacher in order to establish a positive, learnable and teachable classroom climate to be aware of personal characteristics and how they are important to students if it is the optimal educational climate the teacher wants to keep up with.

Being social creatures, and possessing learning skills from those around us, pupils are in a vulnerable position, their role models should be somewhat lacking in such things as social graces, and communication skills. Moreover, they use school as a practice ground for the social skills that will enable them in their futures.

In schools, teachers are the dominant role models of appropriate behavior for their learners' motivation, which places significant emphasis on teachers' mission to work on improving their personality for attaining and maintaining their learners' level of motivation.

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| Personality Traits | Very inaccurate | Slightly inaccurate | Can't say anything | Slightly accurate | Very accurate |
|---|---|---|---|---|---|
| **1.Conscientiousness** | | | | | |
| Dependable | | | | | |
| Hard-working | | | | | |
| Organized | | | | | |
| Self-disciplined | | | | | |
| Responsible | | | | | |
| **2-Agreeableness** | | | | | |
| Co-operative | | | | | |
| Good-natured | | | | | |
| Courteous | | | | | |
| Trusting | | | | | |
| Cheerful | | | | | |
| **3-Extraversion** | | | | | |
| Gregarious | | | | | |
| Assertive | | | | | |
| Active | | | | | |
| Talkative | | | | | |
| Ambitious | | | | | |
| **4-Openness** | | | | | |
| Intellectual | | | | | |
| Creative | | | | | |
| Curious | | | | | |
| Flexible | | | | | |
| Sensitive | | | | | |
| Artistic | | | | | |
| **5.Neuroticism** | | | | | |
| Emotional | | | | | |
| Insecure | | | | | |
| Insecurs | | | | | |
| Fearful | | | | | |
| Apprehensive | | | | | |

## Appendix2
## Questionnaire to pupils

## Dear pupils,

This questionnaire is conducted in order to gather information from you so that we can understand how teachers' personality affects learner motivation. Please tick or write an answer for each question. Thanks

Please tick the appropriate response:

Gender:   Male  ☐        female  ☐

### 1-In your opinion, most of your teachers' competence is:

a-    Excellent  ☐
b-     Good
c-    Fair
d-    Poor

### 2-How would you rate the quality of teaching given by most of your teachers:

a-    Excellent
b-    Good
c-    Fair
d-    Poor

### 3-How would you rate the quality of feedback provided by most of your teachers?

a-    Excellent
b-    Good
c-    Fair
d-    Poor

### 4-How frequently do you think most of your teachers are trying to make efforts to motivate you and make you improve in your learning?

a-    Very often  ☐
b-    Often
c-    Rarely
d-    Never

5- If you were in need of your teacher, how much would he/she be available for your help:

a-	Very often ☐
b-	Often ☐
c-	Rarely ☐
d-	Never ☐

6- How would you describe your relationship with most of your teachers?

a-	Excellent ☐
b-	Good ☐
c-	Fair ☐
d-	Good ☐

7- What are the strengths of your most favorite teacher(s):

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8- What are the weaknesses of your least favorite teacher(s):

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………………………………………………………………………………………

9- Do you think that your teachers' personality affects your motivation to learn?

No ☐	yes ☐

10- In what way does your teachers' personality affect your motivation in learning:

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11- If you are given the chance to change anything in your teachers, what would it be?

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Say why you would(not) change anything:

………………………………………………………………………………………

………………………………………………………………………………………

Thank you for cooperation and time.