



GLOBAL JOURNAL OF HUMAN-SOCIAL SCIENCE: G
LINGUISTICS & EDUCATION
Volume 19 Issue 9 Version 1.0 Year 2019
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

The Impact of Teacher's Personality and Behavior on Students' Achievement

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Abstract- The teacher is both an instructor and a learner. However, the learners in the classroom environment behave in response to the teacher 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 their success and achievement. Moreover, constructive teacher-student relationships have a large and positive impact on students' academic results. Actually, the best teachers are those who have good personality and good behavior towards their students and could combine between two subjects: teaching and educating.

This article aims at dealing with the most important factors which affect students' achievements. Based on the data obtained from an interview with some English teachers, some information about how should teacher-students relationship be, were collected. Then we suggest some strategies which effectively resulted in constructive teacher-student relationship and create interest and enthusiasm in the learning environment. In what way can teacher's personality and behavior affect students' achievement?

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GJHSS-G Classification: FOR Code: 130313



THE IMPACT OF TEACHERS PERSONALITY AND BEHAVIOR ON STUDENTS ACHIEVEMENT

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The Impact of Teacher's Personality and Behavior on Students' Achievement

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I. INTRODUCTION

The term Personality derives from the Latin word 'persona' which means 'mask' that people wear. Its definition differs from one researcher to another. For example, according to Allport, "Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and thought." (Allport, 1961, p. 28) However, for Weinberg and Gould, it is "The characteristics or blends of characteristics that make a person unique." (Weinberg and Gould, 1999) Furthermore, personality has an effect on the individuals' behavior, thought, emotion, and approach to socialization and the way of life. In its broader sense, personality is the quality or character of the mind and body, which makes one differs from the other and determines thoughts, emotions, and how to think and organize ideas to make decisions.

Teacher's behavior reflects his personality, and students behave according to it. If he is strong, they respect him, and if he is weak, they disrespect him. His personality may affect positively or negatively the students. He is considered as a model for his students. Any action done by him can have a great impact on

students' behavior. Therefore he should be careful in his behavior with his students. He should select appropriate words while speaking and use polite requests. He should not only provide them with information but; also show them the right paths which lead them to success.

Students' achievement depends on the teacher's behavior towards them. Students are much more likely to learn when they have opportunities. Therefore the teacher should allow them to express themselves and be calm, patient and perseverant. He should have a good personality to assist the learners to develop their skills and improve their knowledge in all the different fields. As a result, the teacher's personality will not affect them negatively. In this respect, this study is designed aiming at knowing the various factors which have a big impact on students' achievement. Then, suggesting some strategies which help in the creation of a vivid and enthusiastic learning environment. What are the factors which contribute in the success of the learning environment? What is the impact of teacher personality on students' achievements?

II. TEACHER'S PERSONALITY AND BEHAVIOR IN THE CLASSROOM

a) The Teacher

Teaching is the process that facilitates learning and requires a balance of many factors in actual performance: knowledge, skill, and qualities of personality. As A. Bartlett Giamatti pointed out, "Teaching is an instinctual art, mindful of potential, craving of realizations, a pausing, seamless process." However, a teacher is the person whose job is to give instructions and to make facts known, especially at school. The way in which the teacher presents himself can influence his colleagues, parents, and students. Often, students link the preference of a particular subject to the teacher and how the subject should be taught.

Good teachers should obtain a specified professional qualification. According to Parker .J. Palmer, "Good teachers join self, subject, and students in the fabric of lifethey can weave a complex web of connections between themselves, their subjects, and their students so that students can learn to contrive a world for themselves." The best teachers know their subject matter well and prepare it with a variety of examples that bring lessons to life and make them vivid.

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They should not just make the learners memorize and produce knowledge. But, they have to master the pedagogical skills that help them to instruct the learners how to construct their output based on the input. They have also to show enthusiasm and care towards both students and the course material.

Teaching is a noble and respectful job. Yet, society may not provide teachers with respect and the rank they deserve; nor supply them with the facilities needed to perform their tasks properly. For example, as stated in Donald D. Quin quote: "if a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom did not want to be there and were causing trouble, and a doctor, a lawyer, or dentist without assistance, had to treat them all with professional excellence for nine months, then he might have some conceptions of the classroom teacher's job." What about the personality of the teacher?

b) *Teacher's Personality*

Analyzing teacher's personality means to deal with two kinds of personalities; introvert and extrovert. For instance, an introvert teacher is more defensive and keeps a low profile. Furthermore, he prefers to be alone, and he is usually reserved. However, an extrovert teacher is that who is more social and talkative and can efficiently get along with other people, mainly his students, and he has a low rigidity. Moreover, an extrovert teacher is open-minded and confident, and he is preoccupied with the external world.

Accordingly, we can say that, an extrovert teacher is still an integral one, that is to say a teacher who has the capacity of deep inner contact and vast sympathy. It is a manifestation of the "inner being" or the "psychic being". As emphasized by Indra Sen "In affection, the integral personality has the capacity of deep inner contact, and of wide sympathies this accrues to it from its deep central selfhood and the super-conscious".

So, the personality of the teacher cannot be separated from the teaching, and the taught. The teacher should have an attractive personality, appealing to higher values of life. In contrast, if the teacher has a weak personality he will fail to perceive advanced principals of life that conduct his behavior and his interaction with his students.

Teaching and learning process can be influenced by the teacher's personality and mentality either positively or negatively. If the teacher has positive traits in his personality as being a passion, patient, cooperative, and authoritative, he will be a successful teacher, and he could get his students' satisfaction. However, an impatient and introvert teacher couldn't have students' support. This negative attitude of the teacher will affect the students' learning and causes less interaction and agreement between the teacher and the

learners. The behavior and the reaction of the teacher towards his students are among the most vital factors that can have a considerable effect on their achievements.

III. TEACHER'S BEHAVIOR

The positive and negative behavior exhibited by teachers determines to a great extent their effectiveness in the classroom, and ultimately the impact they have on students' achievement. Several specific characteristics of teacher responsibilities and behavior that contribute directly to effective teaching are:

The teacher is a model for the learner and the representative of the content and the school. A teacher who exudes enthusiasm and competence for a content area may transfer those feelings to the students. Also the teacher relation with the students has an impact on their experience in the class. The teacher personality is one of the first sets of characteristics to look for practical teaching.

Effective teachers who have students with diverse cultures acknowledge both individual and cultural differences enthusiastically and identify these differences in a positive manner. As a result, this positive identification creates a basis for the development of effective communication and instructional strategies. Social skills such as respect and cross-cultural understanding can be designed, taught, stimulated, and strengthened by the instructor.

A suitable learning environment should be provided for the learners so that the process of learning will be activated, supported, enhanced, and maintained. Teacher behavior will vary from teacher to teacher and from one learning situation to another this variable can be divided into the following components:

a) *Teaching Style*

Teachers have a private style of teaching which they carry from one learning situation to another, and they also moderate their style to follow the content which has been performed. Generally, teaching style is affected by the teachers' belief about what is good teaching, their personal preferences, personalities and potentials, and the content that they have to carry out.

b) *Teacher's Expectations*

Refer to inferences that teachers make about the future academic achievement of the students. Teachers respond on the basis of their existing expectations for the students rather than to changes in students' performance caused by sources rather than the teacher.

c) *Teacher Competence*

Teacher competence also can affect his behavior. Thus he will be able to plan coherent and progressive teaching programs that match students' needs and abilities, and they can justify what they teach.

He also detailed knowledge and understanding of the relevant areas of school curriculum.

Indeed, teachers have different expectations from different students in terms of behaviors and achievements. Furthermore, the teacher can learn from his experience of practice and critical evaluation of relevant literature in his professional development. The relationship the teacher has with his students can help him to prevent problems from ever occurring.

IV. TEACHER-STUDENT RELATIONSHIP

The relation between the teacher and the learner can vary depending on many characteristics since everyone has a different background and a different character. In fact, the teacher-student relationship should be formal and professional. Teacher-student relation should allow the teacher to understand the needs of the students and know them in term of their cultural background, intellectual profile, learning strengths, and their interest outside school. As a result, students will be able to find remedies for their problems.

According to Shulman, "To teach all students according to today's standards, teachers need to understand the subject matter deeply and flexibly to help students create useful cognitive maps, relate one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others." (Shulman, 1987)

In the theoretical framework of Shulman, teachers need to master two types of knowledge:

- a) Content, also known as deep, knowledge of the subject itself.
- b) Knowledge of curriculum development.

These two types of knowledge mean that content knowledge encompasses the understanding of subject matter structures and purpose. However, the curricular development means to achieve educational purposes: cause careful thinking about what is to be accomplished through the lesson, and make teaching more directed and organized. Consequently, an active relation between the teacher and students will be built.

On the other hand, students must hold the teacher in the highest esteem and give him consideration. They ought to help their teacher while performing his task, and they should not make noise within the classroom. They have also to be polite, respect both their teacher and their classmates, and make efforts to reach their objective that is success.

The relation between teachers and students can be more than a professional one. It requires the teachers' understanding of his students' behavior and students' confidence in their teacher. It should be a strong relation not only inside the educational institution,

but also outside school. This relationship between the teacher and students must be based on respect. In the sense that, on one hand, the student should acknowledge the teacher's authority, on the other hand, the teacher should know the range of behavior that is right and acceptable for his position when he interacts with his students, and be cautious before taking any decision.

V. THE EFFECTS OF TEACHER'S PERSONALITY ON THE LEARNING PROCESS

a) *How do we Learn?*

Learning is defined as the process of acquiring knowledge either by instruction or study. It is more authentic and virtual if it begins with the problems that learners face. In the field of education, learning involves two main elements: an educator who actively transmits a message or knowledge and student who actively absorb this knowledge.

Within the classroom environment, good learners should listen carefully, with some intelligence, and pay attention to get all that the teacher says. Also, they prepare themselves to take risks, to try things out, and to see how it works. Then, successful learners can learn just when they ask questions to understand more judging the teacher when it is appropriate to do. Next, learners are much more likely to learn only when they make mistakes and accept corrections from others, either teachers or classmates because, sometimes, the correction may help them to learn. On the other hand, the teacher should give a big interest to the psychological side of the learner. He should not, for instance, shout at him, or laugh at his answers when he is wrong.

Indeed, to be able to acquire new knowledge, learners should not depend on the teacher in their learning. Instead, they have to bring their study skills and improve their capacities by thinking about the best way to translate the input they receive from the teacher using their ideas, which make them take control over their learning.

b) *The Effect of Learning Environment on Cognitive Styles*

Cognitive style is a term used in cognitive psychology to depict the way individuals think, perceive, and remember information. For example, in the educational field, if the cognitive style of the teacher and the learner are similar, this will assist the learner in learning effectively.

There are different cognitive learning styles. Everyone has his way of thinking and learning. However; this does not mean that there are no two persons who can share the same cognitive style. The differences depend on each person's linguistic and cultural environment.

Learners differ from each other when learning. For instance, we may find visual learners who can learn only with the teacher's presence. Another type is auditory learners. In this case, they need to listen to what others have to say to learn. The third type is the tactile learners. This kind of learners can be executed through moving, touching, and actively exploring the world around them.

There are numerous learning or cognitive styles and cognitive models. Theorists' definition of cognitive styles differs from one to the other because learning is achieved at different dimensions. Furthermore, theorists define cognitive styles through the focus on different aspects. Various ways are used by individuals to organize information and respond to their cognitive style. Briefly, what is convenient in cognitive styles is that they are changeable. This fact makes it easy for the teachers and helps them to select suitable methods and strategies while performing their tasks.

c) *Teachers' Beliefs about Learners and Learning*

The perspective that most people have in their minds is based on the evidence that teachers' beliefs came from their personal experiences when they were students. Some of them suppose that teachers' beliefs may derive from family traditions and values, community participation, and professional development. However, the rest, think the majority of teachers hold their beliefs from their teachers.

The teachers may form their beliefs by referring to some arguments and sometimes without evidence. Expectations about learners include those related to what it means to be a student, what kind of relation the students should build with their teachers, what characteristics the students have to share, and how can students' differences affect the teacher's style of teaching.

Roland Meighan (1990) has suggested seven different ways in which teachers can construe learners. Here are the most important ones. For example, the notion of learners as resisters sees them like people who do not have the willingness to learn, i.e., they learn just because they have to do so. The possible way to overcome this resistance is through forcing and punishment. Then, the idea of learners as raw material means that the teacher builds the learners' way of thinking depending on their personal beliefs and wishes. Another vision sees the learners as client focuses on the nature of the relationship between learners and teachers. This case means that the learners have to know what they want to learn and how much time they will spend to learn while the instructor tries his best to assist them by possible and suitable means to meet their needs.

Meighan, also, suggests another point of view in which the teacher conceives the learners as individual explorers and as democratic explorers. These two

conceptions vary from each other. As far as the first concept is concerned, the teacher is regarded as a helper or a facilitator who provides his students with appropriate input and resources that enable them to learn.

However, the second conception focuses on the notion that learners depend on themselves while learning, deciding their target objectives, and planning their learning methods. Teachers have beliefs about learners; meanwhile, they have other views about learning. These latter are related to the way people learn, the implication of to have learned, and which knowledge is the most valid to be achieved.

Some teachers were interviewed about their opinions towards learning. According to the answers of some of them, learning is a complex process since the learners cannot understand the methods that the teachers apply within the classroom environment. As a result, they may not succeed. According to a teacher who has experience of 30 years in the educational field, said that learning is not very hard as students think. It depends on their understanding during their study and how they revise their lessons. Another teacher claimed that learning is closely related to teaching and whenever the student knows his/her duties and responsibilities, the teacher helps them and makes an appropriate relationship with them and shows them the suitable way of learning that can pave for them the way to achieve great success. So, to have a delightful teacher-student relationship, negative teaching characteristics must be avoided, and the following suggested strategies should be applied.

VI. NEGATIVE TEACHING CHARACTERISTICS

Impatience: Impatient teacher talks fast, moves fast, and does not give a clear explanation of given instructions. He tends to either look the other way on the face of misbehavior, or reacts emotionally to it. He rushes through lessons, glosses over education, and out of necessity have lower expectations for students. These latter produce a restless, excitable classroom that is primed to cause trouble.

Quick to Anger: A single flash of anger can undo the rapport that the teacher builds with his students. When behaving in bad manners such as scolding, yelling and losing his cool, the teacher will be far from his students and undermine their trust and respect. The student will hate him and he will be less approachable, less influential, and unable to construct a behaved classroom.

Rigidity: This kind of teachers takes everything seriously and don't accept to admit mistakes. This behavior can have negative effects on students and exhibit them to learn.

Indeed, we can say that the personality of either students or teachers plays a dominant role in the

classroom environment. So, our task is to select the best manners that help us to deal with things properly. It is convenient to say that the role of the teacher cannot be expressed in mere words. He has many roles to perform, such as, organizing and controlling the learners. He should also be someone who guides students rather than someone who is totalitarian in the classroom. What strategies should be suggested to create interest and enthusiasm within the learning environment?

VII. STRATEGIES TO OBTAIN ENTHUSIASTIC LEARNING ENVIRONMENT

a) *Be a Passionate and Enthusiastic Teacher*

When a teacher is passionate and enthusiastic, he will receive delightful feedback about the content he is teaching. Excitement is contagious. When a teacher introduces new content enthusiastically, he will attract his students and increase their learning.

b) *Have a Good and Positive Attitude*

Teachers should have the habit of dealing with their students in an attractive and ambitious manner. They have to forget about their problems when they reach the door of the educational institution. Everyone has terrible and hard personal trials that are difficult to handle, but it is necessary that their own secret issues do not interfere with their ability to perform the teaching task. Consequently, students will generally be positive since they have a teacher with both good and positive attitude, whose target is the fruitful achievements of his students

c) *Treat Students with Respect*

The teacher should be a respectful person. For example, he should not yell, insult, or beat his students. Behaving in such a way will lead to a loss of respect from the entire class. Teachers should handle situations professionally. He should deal with problems individually, wisely, and respectfully. The teacher must treat his students in the same way. It is essential for the teacher to be fair and consistent when dealing with students. Among the keys that are convenient and useful for teachers are to deal with them in the same manner, and understand and accept the way they are acting.

d) *Be a Humorous Teacher*

Teachers should incorporate humor into their lessons. Teaching and learning should not be boring. To make the class vivid requires sharing an appropriate joke related to the content the teacher wants to transmit. This character of laughing will make your students respond and admire your way of teaching. They will become ambitious, and like your class because they love fun and learning.

e) *Make your Courses Attractive and Funny*

To spend time in a classroom where instructing and note-taking are the norms, is so tedious. Students enjoy the learning environment, which is exciting and funny. They admire creativity, engaging lessons that grab their attention and feel at ease during the learning process. They are enthusiastic about technology-based lessons. Moreover, they prefer suitable learning activities where they can learn by doing.

f) *Give priority to Students' Interest*

Instructors should use students' interests and passions to their advantage by incorporating them into their lessons. Students' interests should be given great importance. When the teacher knows what his students are interested in, he has to find creative ways to integrate them into his lessons. This way will motivate students, involve them in the learning process and increase their participation. Students will appreciate the efforts the teacher has made to include their interest in the learning process.

g) *Be a Cheerful and Helpful Teacher*

The teacher should have a good personality and a cheerful person to attract students' attention and feel at ease when attending his lectures. It is interesting if he tries from time to time to ask them if they have problems or they need his help. Moreover, learners who are poor and handicaps need the assistance of the instructor and the educational staff as a whole.

VIII. CONCLUSION

The concept of personality has crossed the educational field and become a vital part of both teaching and learning. These two processes can be successful only if some factors are taken into consideration including, the internal factors such as age, personality, as well as the external ones such as the needs of the person to learn, the teacher and the classroom grades, taking into account the pedagogical instructions.

Teaching is a noble profession and both a science and an art. The teacher can make teaching more enjoyable and constructive if he has a good personality and tries his best to perform his job in a righteous way. Furthermore, fruitful results will be obtained if he considers himself not just as an instructor who provides students with knowledge, but also, as a person who cares about the learners' needs and behaviors. The best teachers are those who can maximize students' learning potential in the classroom environment. This can be achieved by developing a positive, respectful and strong relationship with their students beginning on the first day of the school year to foster academic success.

It is worth saying that the instructor who decides to devote himself to the career of training learners to

have good achievements should have virtuous personality, righteous behavior, respect, and "love and willingness to learn. "Love of the learner, the subject to be taught, and teaching job. Overall, it's noteworthy to say that the role of the teacher is extremely crucial, as stated by Brad Henry, "A good teacher can inspire hope, ignite the imagination, and instill a love of learning."

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