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**The Relationship between Teacher's Personality and
Learners' Motivation**

Raid Si Zoubir Secondary School as a Case Study in Tiaret

**A Dissertation Submitted to the Department of Foreign Languages in
Partial Fulfillment of the Requirement for the Degree of Masters in
Didactics**

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Dedication

I must begin this dedication by thanking Allah for everything “El hamdulilah”.

I owe a tremendous debt of gratitude to my precious and dear parents, Mr. Djaafri Abdelkader, Mrs. Beddiar Safia and to my best and lovely sisters Amina and Sarah for all their everlasting love, support, help and prayers during my long path of learning and this dedication is, in small part, recognition for all what they have given me in my whole life.

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To my wonderful nephew Abdelkader and my nieces Malek and Dania.

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Dedication

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Abstract

The study attempts to examine the relationship between teachers' personality and learners' motivation as a descriptive case study design. Data used in this study are collected from teachers and pupils of Raid Si Zoubir High School. Nine different teachers were being observed by the researcher through filling an Observation Sheet measuring the five dimensions of personality which are: Conscientiousness, Agreeableness, Extraversion, Openness and Neuroticism. Also, forty learners participated and were required to fill in a questionnaire which was given to them with the purpose of evaluating their relationships with most of their teachers. The results of this study provided strong arguments about the relationship between the two variables of this study and from this analysis clear conclusions were drawn. The results of this study show that teachers' personality plays a crucial role in motivating students. The evidence suggests that the learners are affected by their teachers' personality in many different ways. So, teachers must pay more attention to their behaviors and their relationships with their learners and to the way they treat them. The outcome of this study is an account of experiences and procedures that will guide the development and maintenance of relationships between a teacher and his/ her learners, more specifically the way the teachers' personality affects his/ her learners' motivation.

Key words: motivation, personality, five dimensions of personality,.

من خلال هذا البحث نحاول ضبط العلاقة الرابطة بين شخصية المدرسين ودافعية التلميذ. يتم جمع البيانات المستخدمة في هذه الدراسة من المعلمين والتلاميذ في ثانوية الرائد سي الزويبر. كان الباحثون يلاحظون تسعة معلمين مختلفين من خلال ملء ورقة ملاحظة تقيس الأبعاد الخمسة للشخصية وهي: الوعي ، التوافق ، الانبساط ، الانفتاح والعصية. كما شارك أربعون متعلماً وطلب منهم ملء استبيان تم تقديمه لهم بهدف تقييم علاقاتهم مع معظم معلمهم. قدمت نتائج هذه الدراسة حجج قوية حول العلاقة بين المتغيرين. من هذه الدراسة ومن هذا التحليل تم استخلاص استنتاجات واضحة. تظهر نتائج هذه الدراسة أن شخصية المعلمين تلعب دوراً حاسماً في تحفيز الطلاب. تشير الدلائل إلى أن الدارسين يتأثرون بشخصية معلمهم بعدة طرق مختلفة. لذلك ، يجب على المعلمين إيلاء المزيد من الاهتمام لسلوكياتهم وعلاقاتهم مع المتعلمين والطريقة التي يعملون بها. نتائج هذه الدراسة عبارة عن سرد للخبرات والإجراءات التي ستوجه تطوير العلاقات والحفاظ عليها بين المعلم والمتعلمين ، وبشكل أكثر تحديداً الطريقة التي تؤثر بها شخصية المعلم على دوافع المتعلمين

الكلمات المفتاحية: الدافع ، الشخصية ، خمسة أبعاد للشخصية ،

Résumé:

L'étude tente d'examiner la relation entre la motivation des enseignants et des apprenants a l'aide d'un plan d'étude de cas descriptif. Les données et l'expérience utilisées auprès des enseignants et d'élèves du lycée Raid Si Zoubir. Neuf enseignants différents ont été observés par les chercheurs en remplissant une feuille d'observation mesurant les cinq dimensions de la personnalité « l'extraversion, l'agréabilité, la conscience, le névrosisme et l'ouverture. » Les quarante apprenants qui ont participé ont remplis un questionnaire qui leur a été remis dans le but d'évaluer leurs relations avec la plupart de leurs enseignants. Le résultat de cette expérience prouve que la personnalité du professeur joue un rôle crucial dans la motivation des élèves. L'évidence que les apprenants sont affectés par la personnalité du prof dans différentes façons. Donc, les profs doivent donner plus attention a leur comportements et leurs relations avec les apprenants et aussi dans leur traitement. Le résultat de cette étude est le compte de l'expérience et de la procédure qui guide le développement et la maintenance des résultats entre le prof et ses apprenants plus spécialement la façon que la personnalité affecte leur motivation pour apprendre.

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General Introduction

General Introduction

Learning process does not involve only cognitive operations but also the psychological factor has a major leading role to play in this process. The relationship that develops between the teacher and his learners is of a tremendous importance and will result in a greater degree of learning. And since the teacher influences a lot his learners in so many different ways, he will certainly affect their motivation to learn.

Also, the kind of relationship the teacher develops with his learners is tremendously based on his/ her personality and how s/he deals with his/ her learners. The teacher performance is affected by the teachers' personality characteristics and those traits will certainly affect his learners and mainly their motivation to learn, and this issue is the core of this study and will be more studied and discussed in the coming sections.

There are numerous studies showing that personality is a very significant factor of effective teaching. This latter means certainly pushing learners to learn and since they will never learn something appropriately if they are not motivated to do so, motivation is automatically and inevitably related to effective teaching. In other words, teacher's personality contributes a lot to learners' motivation to learn.

In this study, we will try to find out how the teacher's personality can affect his learners' motivation by examining the Big Five Model of personality (Conscientiousness, Agreeableness, Extraversion, Openness and Neuroticism). The issue of teachers' personality characteristics is an area that has received considerable attention, and this is shown throughout the large corpus of studies concerning the issues that are related to this topic. That is why Washburne and Heil after eight years of studying the effect of teacher's personality on students have noted that: "The one striking result of the experiment has been clear evidence that the teachers' personality has a clear and measurable effect on the progress of her pupils academically and socially.....". (Washburne and Heil, 1960, p.425) Also, Jersild says: "What the teacher does strongly affects the pupil's attitudes regarding his worth as a person.....Everything in the relation between a teacher and a student has or might have a significant effect on what a child thinks and feels about himself". (Jersild, 1955, p.82)

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In fact, our experiences as students afforded us the opportunity to notice how the teacher can influence his learners in so many different ways. We, as a student and a teacher, believe that our various experiences in the field have given us unique insight, knowledge and understanding of teaching and learning and also inspired us to conduct this case study.

Through understanding the relationship between teachers' personality and learners' motivation, we identify the kind of personality that influences learners to learn so that teachers may use or select the best teaching method that suits their personality in one hand and their learners in the other.

The major purpose of this study is to determine the relationship between the selected personality traits, which are based on the Big Five Model of: 1-Conscientiousness, 2-Agreeableness, 3-Extraversion, 4-Openness and 5-Neuroticism, and their relationship with the learners' motivation. Many researchers in the educational field have shown and demonstrated the importance of the relationships that teachers develop with their learners and that certainly have an impact on learners' motivation and other academic outcomes.

In other words, the results of this case study are naturally practical, useful and will certainly identify some important and crucial characteristics as well as some strategies that most educators must adopt to inspire and motivate their learners to learn. Downey states that: "Teachers need to know how their daily work in classrooms can be infused with interactions and instructional strategies that research has shown can make a positive difference in the lives of students who are at risk of academic failure". (Downey, 2008, p.56)

Since the purpose of the present study is to determine the relationship between the major teachers' personality traits and their learners' motivation, the following questions are at the core of this study:

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

The main objectives of this case study are:

- 1- To examine the relationship between teachers' personality and their learners' motivation.

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- 2- To explore the most important personality traits based on Big Five Model (1-Conscientiousness, 2-Agreeableness, 3-Extraversion, 4-Openness and 5-Neuroticism) that affect the learners' motivation to learn.

The findings of this study will hopefully help teachers to find some ways and strategies for motivating their learners through integrating their personality strengths so that teaching becomes more interesting and effective for the crucial purpose of success and academic growth. As Yin and Kwok (1996) suggest that through systematic professional development teachers can develop to acquire new knowledge, attitudes and skills so that they improve their teaching performance at different stages of their careers. In other words, the suitability between the teaching style and the personality of the teacher will certainly lead to a competent effective teacher who will have the capability and the strength to motivate his learners to learn.

Nowadays, the task of teachers and schools becomes more complex and difficult to accomplish as the number of learners increases along the years. Tyler draws attention to such issue through noting that: "In our time, the role of the school has shifted from that of selecting a small percent of the pupils for more advanced education while the others dropped out and went to work to that of reaching every child effectively to enable him to go on learning far beyond the expected level of 25 years ago. The task of the college is to no longer find the favored few but to identify a wide range of potential talents and to help each student to achieve his potential, both for his own self-realization and to meet the ever increasing demands of a complex technological society". (Tyler, 1969, p.2-3) As a good deal of literature provides much evidence that strong relationship between students and their teachers exist and are very essential to the development of all students in school and researchers such as Hamre, Pianta (2006) and others have noted previously in their studies.

Finally, this case study is an attempt to reclaim a voice in shaping the most important and specific traits of teachers' personality which are found to be motivating for their learners.

Chapter One

Literature Review

Chapter One: Literature Review

I.1.1- Introduction

I.1.2- What is motivation?

I.1.3- Intrinsic and Extrinsic Motivation

I.1.4- Theories of Motivation

I.1.5- Strategies to Motivate Students

I.1.6- Personality

I.1.7- Personality and Teaching

I.1.8- Personality Traits: The Big Five Model

I.1-Introduction

This chapter is the literature review on mainly previous researches that provide substantial evidence that strong relationships exist between teachers' personality and learners' motivation. This body of literature involves several genres of research that have been conducted over the few past years. It consists of research that has been conducted from books, theses, memoirs and websites. Most of the reviews are on personality and motivation. The review on teachers' personality is based on the dimensions of personality through the Big Five Model, while the review on learners' motivation includes many methods and several strategies which can be employed by teachers in order to motivate learners. There is credible evidence that the teacher's personality has a great effect on his learners' motivation. As Curtis and Liying (2001) state that the teacher performance is influenced by the teacher's personality characteristics, and since learners' motivation is highly influenced by the teacher's performance; it is inevitable that the teacher's personality plays a major role in motivating their learners who really need instructors and educators who believe in them and are willing and eager to work with them. Thus, the following review of literature will try to reveal impressive evidence which will help understanding learners' motivation and teachers' personality which is greatly related to how the traits and characteristics of the personality of a teacher can affect and influence is learners' motivation.

I.2-Definition of motivation

Learners' motivation can be described as one of the most common problems in education. All teachers are willing to achieve it which makes it an important outcome in itself and contributes a lot to learners' achievement and success. According to Ben Ari and Rich (1992), motivation refers to students' willingness to invest time, effort and skills in the tasks that we set for them. So, as teachers we must set interesting tasks in order to attract our learners' motivation and willingness to work and learn.

If our learners are not motivated to do certain tasks, this certainly means that what we are presenting or doing does not meet their needs.

Also, for Jones and Jones (1998), "motivation is learned rather than being inherited in students", so the teacher has mainly two tasks in motivating students:

- 1- Push students to become more willing to make efforts to learn.
- 2- Make their teaching easier for students to be able 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” (p.3) whereas less motivated students “are positive, do not try hard, and give up easily in the face of challenges”. (Skinner and Belmont, 1991, p.4)

Also Gardner defined a “motivated learner” as the one who is:

- a- Eager to learn the language,
- b- Willing to expend effort on the learning activity, and
- c- Willing to sustain the learning activity. (Gardner, 1985, p.10)

Researchers in the field of motivation (Wiegfield and Eccles, 2001) state that a student engages in a learning situation must answer three important and leading questions:

1. Can I do this activity?
2. Do I want to do this activity and why? And
3. What do I need to do to succeed?

The first question “Can I do this activity?” is related to expectations learners have with reference to their abilities to do certain activity in varied and different areas.

The second question “Do I want to do this activity and why?” is related to intrinsic and extrinsic motivation which we are going to deal with next in this chapter. Learners are intrinsically motivated when they engage in an activity for the pure joy that accompanies it.

Whereas learners who are extrinsically motivated engage in an activity to accomplish certain desirable goals and not for the joy of that activity.

Finally, the third question “What do I need to do to be successful in an activity?” is related to the use of cognitive (rehearsal, elaboration, organization) and metacognitive (planning, monitoring, evaluation) strategies in learning a certain activity.

I.3-Intrinsic and Extrinsic Motivation

Motivation is needed to improve the level of students and teachers in teaching and learning. The concept of motivation as an educational standard has been of interest to many

scientists. Thus, the ideas and findings of research on this concept were categorized as follows:

I.3.1. 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)

a. Intrinsically motivated students:

- Earn higher grades and achievement test scores, on average than extrinsically motivated students. (Dev, 1997; Skinner and Belmont, 1991)
- Employ strategies that demand more effort and that enable them to process information more deeply (Lumsden, 1994, p.2)
- Are more likely to feel confident about their ability to learn new material (Dev, 1997)
- Are more likely to engage in tasks that are moderately challenging, whereas extrinsically oriented students prefer tasks that are low in degree of difficulty. (Lumsden, 1994, p.2)
- Retain information and concepts longer, and are less likely to need remedial courses and review (Dev, 1997)
- Are more likely to be lifelong learners, continuing to educate themselves outside the formal school setting long after external motivators such as grades and diplomas are removed (Kohn, 1993)

1.3.2. 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 about an extrinsically motivated student that he learns purely for the sake of gaining a reward or for avoiding some punishment.

Some researchers (Dev, 1997; Lumsden, 1994) has shown that using extrinsic motivators to engage learners in learning can lower achievement and affect learners' motivation

negatively. External rewards support and sustain activity but they “decrease interest in the task, thereby diminishing the likelihood that the task will be continued in the future” (Brooks et al, 1998, p.26). Furthermore, extrinsic motivation has short-term characteristics as Ramage’s study (1990) argues that “students who took the language to fulfill an academic requirement are more likely to cease any future language learning classes”. (Cited in Noels et al, 1999; p.25)¹.

1.4-Theories of Motivation

From the very beginning, when the human organisations were established, various thinkers have tried to find out the answer to what motivates people to work. Different approaches applied by them have resulted in a number of theories concerning motivation.

1.4.1- 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 starting with Atkinson's classic achievement motivation theory which further developed in various guises by a number of researchers interested in the issue of motivation. 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 and the value one relates to success in that activity. The greater the likelihood of reaching the goal the greater the incentive value of the goal, the higher one's positive motivation. With expectancy one has to believe in his/her own ability to perform a particular activity. That is to say whenever an individual has some doubts in his/ her ability to be successful at an activity then the degree of motivation will be low or there will be no motivation for that particular activity.

Furthermore; whenever one is afraid of failure he or she may engage in behaviors that lead to the fearful failure. The motivation in that situation is not to be a success but to avoid being a failure. In this sense, expectancy theory hinges on two kinds of motivation: achievement motivation which is the motivation to succeed and achieved the desired goals, and fear motivation which is the motivation to avoid failure.

1.4.2. Expectancy of Success

Zoltan Dornyei (2009) points out that researcher emphasize multiple factors that may affect and form the cognitive processes of the individual. The most significant aspects include processing past experiences (attribution theory), judging one's competences and abilities (self-efficacy theory), and trying to preserve one's self-esteem (self-worth theory).

1.4.3. Attribution theory

The attribution theory became the most dominant educational psychological model in research on student motivation in the 1980s. This theory's 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 some given task to their low ability, the chances that they will never try the task ever again are high. On the other hand; if an individual believes that the problem lies in their sufficient effort they have made or in the convenient learning strategies they had employed, they are more likely to give it another try and never give up.

Weiner (2010) viewed that the attribution theory mainly highlights the temporal and changing nature of motivation since the interpretation of the past or the perceived reasons of earlier happenings determines in a way or another will be done in the future.

1.4.4. 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. That is why those people who have low sense of self-efficacy in certain domains usually perceive hard activities as personal threats, they dwell on their own deficiencies and the obstacles they face rather than focusing on the way of carrying out the activity itself in a successful way this can bring out lack of self-confidence and lead to giving up. 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. We can say that an individual has a real sense of efficacy when he or she regain their self-efficacy after obstacles attributing the causes of their failures to lack of effort, skills or knowledge. Therefore; self-efficacy can help develop a sense of tranquility an

confidence when performing difficult tasks. Consequently; it is clear that self-efficacy affects one's degree of achievement and accomplishment of a given task. Indeed resoluteness accompanied with a high sense of efficacy beliefs affect can lead to increase in performance whereas giving-in combined with low self-efficacy can bring out failure.

1.4.5. 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 and competency. In addition to this, there is another strategy of face-saving which is striving for goals that cannot be reached and invite failure. However, this failure is not shameful since not many people can be expected to succeed in attaining these goals. On the other hand; students may engage in self-handicapping patterns for behavior such as postponing preparations for exams until the last minute , and if they fail the exam they create excuse to protect themselves such as lack of time which is a better pretext than lack of ability whereas a succeeding in the test performance underlies their high ability.

1.4.6. Value

Zoltan Dornyei (2009) has explained how the second component of expectancy- value theories has been labeled by different psychologists in a number of ways for example, valence, attainment value, incentive value, task value, achievement task value...etc .Eccles and Wigfield (1995) maintained that traditionally the majority of psychologists following the expectancy- value model have given little attention and importance to the value component compared to the expectancy component. In reaction to this unbalance between the two components and in an attempt to fill this hiatus, Eccles and Wigfield came up with a more comprehensive model of task values defining them in terms of four components: attainment value or importance value, intrinsic value or interest value, extrinsic utility value and cost. Zoltan Dornyei (2009) points out that the first of the four components can refer the personal sense of importance in performing well in a particular activity in relation to the individual values and needs. The second component, intrinsic (interest value), is the enjoyment of satisfaction or pleasure that task engagement cause. The third component which is extrinsic utility value refers to the usefulness of task in attaining future tasks. And finally the fourth

type which is cost refers to the negative valence an activity involving some factors such as extended time, expanded effort and emotional costs (e.g. fear of failure). It is worth noting that the first three value component attracting characteristics constitute the positive valence of the activity. The general achievement value of a task will be made up of the interplay of these four components and their value, and is believed to determine both the intensity as well as the strength of the behavior.

1.4.7. Goal Theories

Zpltan Dornyei (1998) points out to the early research done on general human motivation that puts an emphasis on the main human needs. The most significant paradigm being Maslow's hierarchy of needs that makes a distinction between five need classes; however, recent research has replaced the concept of need by another more specific concept which is "goal". Goal is considered as the compass that provides direction in which to act. In goal theories, the basis for motivational processes is the cognitive perception of goal properties.

In addition to Maslow's hierarchy of needs, two influential goal theories have been developed: goal setting theory and goal orientation theory.

1.4.8. Abraham Maslow Hierarchy of Need

According to Cole (2002) Maslow's (1970) need-based theory of motivation is the most influential and widely recognized theory of motivation. The main principle of this theory is that the individual has a number of basic needs: psychological, security, belonging, esteem and self-actualization. The first class, psychological needs, includes food, shelter, clothing, pay, education and comfortable work conditions. Maslow views that until these needs are fulfilled to the extent to maintain life, no other motivating factors can work. Security needs are those needs such as the need to be safe from physical danger and from the fear of losing food, shelter, a property or a job. This class also includes the protection from any emotional harm. Belonging or social needs include the need for love, friendship, acceptance, and attention. Esteem needs includes the need for recognition, respect, achievement, autonomy. Finally, self-actualization needs which are the highest class in Maslow's hierarchy of need include realizing one's full potential of self-development. Maslow holds that once a need is Satisfied, it is no longer a need. It stops motivating people's behavior and they are motivated by the need to move the next level up the hierarchy.

1.4.9 Goal setting theory

Goal setting theory asserts that human action is the result of a purpose, and that goals have to first set then pursued in order for action to take place. There are two significant areas where goals differ: the degree of their difficulty and specificity. Locke and Latham (1996) maintains that goals that are both difficult and specific result in higher performance than do easy or ambiguous goals. Another important characteristic of goals is their intensity and goal commitment in particular

Zoltan Dornyei (1998) suggests that there are four mechanisms by which performance is affected by goals. (a) They direct the sufficient effort towards the tasks that are relevant to the goals at the expense of actions that are not relevant. (b) They regulate the amount of effort made according to the difficulty level of the task. (c) They encourage persistence until the goal is reached. (d) They develop the sense for searching for relevant strategies and plans for the accomplishment of the goal.

1.4.10. Goal-orientation theory

Pintrich and Stchunk (1996) marks that goal-orientation theory was developed to provide an explanation to children's learning as well as performance in school settings. This theory is probably the most 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. They can follow mastery orientation in pursuit of mastery goals with an emphasis on learning the content; as they can follow performance orientation in pursuit of performance goals with an emphasis on demonstrating ability, obtaining good grades. Therefore, mastery goals (also labeled as task-involvement or learning goals) and performance goals (also labeled as ego-involvement goals) represent multiple criteria of success and multiple causes for engaging in achievement tasks. Within the mastery goal lays the belief that success is the result of effort and the focus is on the individual progress. In contrast, central to performance goals is the belief that learning is only a way to achieve a goal and the public recognition and respect that follows it.

1.4.11. Self-determination theory

According to Deci and Rayan (1985), the first to introduce self-determination theory, the need for autonomy is an innate human desire. Therefore; self-determination theory is considered as a necessity for any behavior to be intrinsically rewarding.

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 such as the pleasure of doing a given activity or satisfying one's curiosity. The latter deals with behavior performed as a means to an end or for the sake of receiving some extrinsic reward such as avoiding some kind of punishment or obtaining good grades.

Zoltan Dornyei (2009) maintained that extrinsic motivation has always been seen as something that can undermine intrinsic motivation in some way. Traditionally, many studies have pointed out that students will inevitably lose their intrinsic interest in an activity if ever they have to perform it to meet some extrinsic means. However research has shown that under given circumstances, if they are enough internalized and sufficiently self-determined, extrinsic rewards could be combined with intrinsic motivation or could even lead to it.

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. Over the years, this theory_ and particularly its two linchpins, extrinsic and intrinsic motivation_ has become one of the most influential constructs in psychology and multiple trials have been made to incorporate elements of self-determination to better understand motivation.

1.5- Strategies to Motivate Students:

Generally, students are motivated to learn by a range of intrinsic and extrinsic elements. Some care about their grades while others look for learning and exploring new things and ideas. What we need to know as teachers is how to motivate our students to learn in our classrooms.

According to Davis, 1993 students react positively to three elements in most classes:

1. A well-organized course;
2. A teacher who is enthusiastic about the material and teaching;
3. A teacher who shows his or her caring about students and their learning.

Motivation is a very important goal that all teachers are required and eager to achieve. Tagushi (2006) states that the importance of high motivation which all educators and teachers

wish to create in their students is closely linked with achievement's need. He sees motivation as a human need which makes all individuals required to accomplish and satisfy.

Not only demotivated students need to be motivated, but all students and even all schools would certainly benefit from higher levels of motivation as well as engagement to succeed as Anderman, Midgley (1998) and Lumsden(1994) recommended.

Here are some suggestions to increase students' motivation to learn:

A- At the Level of the Classroom

- Use extrinsic rewards sparingly. For Brooks et al., (1998) if extrinsic motivators are used, they will be more effective when rewards are closely linked to the task accomplished. Also, rewards should only be given when they are clearly deserved. Giving a prize for minimally successful work transmits the message that minimum effort is acceptable, and the reward in this case becomes meaningless or useless.
- According to Skinner and Belmont (1991) you must ensure that classroom expectations for performance and behavior are clear and consistent.
- They also note that elementary school students in particular need to feel that teachers are involved in their real lives. So, they must take much time to get to know students, try to talk to them individually, and express enjoyment in your different interactions. In a way, you make students as Lumsden (1994) advises feel welcome and supported.
- Strong et al, (1995) recommended helping students understand the criteria for individual assignments through giving them examples of high-, average-, and low-level work and then provide an opportunity to discuss how each piece was evaluated. Also, evaluate student work as soon as possible after they complete their projects, and be sure that your feedback is very clear and constructive.
- "When a student completes an assignment that does not meet the expected criteria, give her or him one or more opportunities to tackle the task again, with guidelines on how to achieve the desired result" and also "respond positively to student questions, and praise students verbally for work well done" (Dev, 1997, p.17)
- Mc Combs and Pope (1994) state that teachers must work to build quality relationships with students, particularly those who are at risk and without other positive adult interaction; this is a critical factor of student engagement that permits learners to foster a sense of connection with school.
- Another crucial point suggested by several researchers such as Anderman and Midgley is to evaluate students based on the task, not in comparison to other students.

At the Level of School.

- Most researchers such as Rencher, Skinner and Belmont state that teachers must make increasing student motivation a priority in school reform and restricting efforts.
- According to Rencher (1992) teachers have to create a school culture that emphasizes the importance of academic achievement and design school wide symbols to show students the value of learning and that the entire staff is invested in students' success.

Furthermore, the teacher should provide and participate in professional development activities that deal with motivation, effective use of homework, and student engagement.

- For Mc Combs and Whisler (1997) teachers must develop a school climate which recognizes individual differences, encourages creativity and provides a sense of autonomy to both teachers and students. At the same time this is important in allowing students as well as teachers to have some degree of control over teaching and learning.
- Mc Comb and whisler (1997) advised ways to involve parents since they usually play a crucial role in their children's learning and will certainly help the teacher by recognizing individual learning needs and their continuing education and involvement in research.

1.6-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 person to another. Furthermore, "the personality is the performance of emotion, mind and behavior of each person which effect the environmental and social among people". (Trackoonngam, 1999, p.195 cited in Tungchitsomkid, 2001, p.132)

Personality is so crucial in the teacher's carrier and has a great effect on their teaching since it influences largely their students as well as the learning process. That's why "the interaction between teachers and students should be considered because personality plays an important role on it". (Lew,W.J.F., 1977, p.10) This is why teachers should care about their personality which is considered as a major factor when interacting with students and usually plays a very important role in students' motivation, achievement and educational success. As a result, "many researchers believe that personality will be shown to have an important influence on success in language learning". (Lightbown and Spada, 2003, p.56) Generally, the teacher is received as a model and students tend to imitate him in almost all what he does; so,

he must have an appropriate personality traits to result in a good influence on his students and definitely their learning, achievement, and success.

1.7-Personality and Teaching

The National Commission on Teacher Education and Professional Standards for the National Education Association has expressed concern for the personality of the professional teaching by stating: “What the professional educator is and does as a person is a dynamic function in every educational function that he carries out. His effect upon others in contingent upon his behavior as a person. This applies not only to the direct teaching function but to the esteem in which the teaching profession is held, and to the educator’s role as a citizen contributing to the education and improvement of society. Being an educated person; then, for the professional educator means: Focus on a personality educator is and does as a person...his attitudes, ethical standards and value commitments, mental health and self-understanding”. (Margaret Lindsey, 1961; p.27-28) In discussing identification, admission and retention in teacher education, the commission assumes that: “Teaching demands specific abilities and qualities of personality not possessed in sufficient degree by all people. Although there may be some few characteristics required for persons in all specialties, different characteristics will be needed in different kinds of educational work”. (Ibid, p.164)

Ryans (1960) suggests that “competence in teaching be 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) Also, in a study by Symonds (1954), it was hypothesized that: “...manner of teaching is an expression of the teacher’s basic personality reactions, and that these reactions constitute the core of teaching behavior in the classroom situations”. (P.M.Symonds, 1954; p.79) According to Dickson and Wiersma (1984) and Gidney and Wiersma (1986), there is ample evidence supporting the view that personality of a teacher is a very important determiner of successful teaching, and that teacher effectiveness is perceived to exist as a consequence of the characteristics of a teacher as a person. Actually personality affects the teacher’s behavior in different ways, such as students-teacher interaction, learning experiences, teaching methods and strategies.....The teacher whose personality establishes and maintains the classroom as a studying and learning place where students feel comfortable, eager and motivated to learn is definitely a wanted and desirable teaching personality.

All in all, it is so important to study the psychology of the teacher particularly his personality in order to be able to determine which personality traits can affect his students”

motivation and definitely their achievement and academic success. As a result, many researchers such as Gibbons (2003), Zhang and Wat Kins (2007) have come to conclusions in their studies that understanding the psychological features of teachers may influence the process of language learning.

1.8-Personality Traits: ‘The Big Five Model’

Personality traits can be defined as tendencies of individuals to behave in similar ways in 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 as Radmacher and Martin (2001) suggest. Also, Zuhaili (2009) notes that personality traits are one among the factors that is so crucial in delivering effective good teaching.

Costa and Mc Crae (1999) have shown that after years of compiling data from self-report inventories and subjecting it to the mathematical process of factor analysis, five major factors of personality showed up in thousands of individuals across cultures. As Jones (1990a) notes that in the 1980s, researchers from many different traditions were led to one conclusion that these factors were fundamental and crucial dimensions of personality, found in self-reports, and ratings, in natural languages and theoretically based questionnaires, in children, college learners, and older adults, in men and women, and in German, English, Dutch and Japanese samples.

1.9.The ‘Big Five Model’ (or the Five Factor Model ‘FFM’):

The Five Factor Model of personality according to Goldberg (1990); John and Srivastava (1990) is one of the most important models in positive psychology to express and explain the most prominent aspects of personality. For Kumar and Bakhshi (2010) this model of personality involves five relatively independent traits which provide meaningful and useful information about individual differences in an organization and their responses as well.

1- Conscientiousness

"Conscientiousness describes socially prescribed impulse control that facilitates task and goal directed behavior, such as thinking before acting, delaying gratification, following norms and rules, and planning, organizing, and prioritizing tasks"(John and Srivastava, 1999; p.121).In addition to this; McCrae and Costa maintain that conscientiousness consists of very specific traits of order, competence, achievement striving, self discipline, competency and careful thought. According to Manning et.al (2006) conscientiousness is all about those goals individuals try to follow and the degree to which they follow them in a focused manner.

Mount and Barrick (1995) describe the individuals who are high in conscientiousness as responsible, organized, cautious, hard working and achievement oriented. Other characteristics can be attributed to this kind of individuals as self-discipline, dutifulness, competence and achievement. Furthermore; Wright (2003) states that people high in conscientiousness are dutiful, hard working, successful and motivated.

2- Agreeableness

According to Manning et.al (2006) agreeableness is all about the extent to which people are sensitive and responsive to others, including the extent to which they are different or similar to them. Kumar and Bakhshi (2010) maintains that agreeableness is the degree to which someone is tolerant, trusting, kind, polite, sensitive and warm. Furthermore; Costa and McCrae (1992) hold that it is closely related to the "the need for intimacy", the recurrent preference in both thought and behavior for the sake of warmth and communicative interaction with other people.

Also Barry and Friedman (1998) see that agreeableness is associated to pro-social destined toward searching for good results for both oneself and for the other group members. Openness can be defined as the tendency to be trusting, thoughtful, caring, kind, and compliant, and people having these characteristics generally own a kind of optimistic view of the nature of human beings. They are sympathetic and always willing to give a hand to other people; in return they expect others to be helpful. 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. On the other hand, Dijkstra et.al (2005) mention that those who cannot be described as agreeable tend to be antagonist, cynical, rude, ruthless, callous and competitive, and they tend to experience and express hostility as well.

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. In other words, like 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.

Extraversion refers usually to good and positive feelings and the desire and preference of company of others. It makes the person full of energy and usually wants to attract the attention of people around him. So, an extravert teacher will certainly influence his students positively and makes them motivated and eager to learn not like a passive one who usually demotivates his students and kills their excitement and zeal for learning.

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 on openness to new experience or change. It refers to "personal characteristics such as being imaginative, original and curious".

Openness to new experience is closely related to active imagination, aesthetic sensitivity, and 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 and how this kind of people perform well in settings of training.

Creativity and originality are the two prominent features of this personality and this could make this type of people innovators and initiators. Individuals who score high in openness should be more likely to report deep engagement in their work which in turn may serve as to satisfy their curiosity, their appetite for finding out new experiences and their likeness to develop interests for any activities they engaged in. These people, most of the time, tend to comprehend and adapt to the new perspectives they seek.

Timothy A. Judge and Joyce E. Bono (2000) consider openness as the Big Five trait that has appreciable correlations with intelligence. Goldberg (2000) mentioned that the Five Factor Model received extensive empirical support and has gained acceptance as the trait personality model that can provide the desired personality variable consistency across samples and context. Mount and Barrick(1995) mention many personality psychologists have agreed on that five personality constructs which are referred to as the Big Five are essential and sufficient to describe the major dimensions of normal personality .Fouziah Bint:

Othman(2009) hold that the Five Factor Model has enjoyed both enough attention and widespread popularity in the field. Robert R. McCrae and Oliver P. John (1991) explained that the Big Five theorists claim that these factors, whether singly or in combination, may be

found in all traits of personality, and some authors even went far as to provide tables showing the putative assignment of standard personality scales to the five .

Cf. Klukhohn and Murray (1953) stated that a complete personality theory should address processes of universal personality, individual differences, and common dimensions. However; it should be taken into consideration that it has also implications for the first. Despite the fact that individuals clearly differ on their standing on the five factors, the five factors actually point to universal issues.

All in all;"Personality psychologists who continue to employ their preferred measures without locating it within the five factor model can only be linked to geographers who issue reports of new lands but refuse to locate them on a map for others to find". (Ozer and Reise, 1994; p.361)

5- Neuroticism

Neuroticism is always 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. Moreover, Levin and Stokes (1989) state that individuals who are high in negative effect, for most of the time, have a tendency to concentrate on the negative aspects of both themselves and others.

Teng(2008) mentioned that neuroticism or emotional instability refers to the degree to which someone is irritable, anxious, moody and temperamental. Costa and McCrae (1992) see that it measures the continuation between emotional adjustment or stability and maladjustment or instability.

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, angry hostility, depression, self-consciousness, vulnerability and impulsiveness. Mount and Barrick (1995) also state that neuroticism as "emotional stability" can be more conceptualized as the degree to which an individual is emotional, insecure, anxious, frightened and apprehensive.

In other words, as Klein, Beng-Chong, Saltz and Mayor (2004) put it, people very high in neuroticism are likely to experience problems. They have difficulty maintaining relationships and are less likely to go for advice and friendship. Similarly, George (1996) states that people high in neuroticism are usually pessimistic, taking a negative view both of themselves and the world around them. Furthermore; Turban and Dougherty (1994) maintained that people with low self-esteem usually withdraw from challenging situations, less self-confident, less likely

to seek feedback, and fancy that they are less appealing to other people, and even they are limited in social skills. Raja rt.al (2004) hold that they are not likely to make friendships or build long-term relationships that demand more commitments, social skills and confidence in others.

1.1.9 Conclusion

To conclude with, the following review of literature will try to reveal impressive evidence which will help understanding learners' motivation and teachers' personality which is greatly related to how the traits and characteristics of the personality of a teacher can affect and influence learners' motivation.

Chapter Two

Data Collection and Analysis

Chapter Two: Presentation and Discussion of the Results

Introduction

II.2.1-Research Design

II.2.2-Sampling and Participants

II.2.3-Data Collection

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II.2.4-Presentation of the Results

II.2.4.1-Presentation of the Results of the Observation

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II.2.5-Discussion of the Results

II.2.5.1-Discussion of the Results of the Observation

II.2.5.2-Discussion of the Results of the Questionnaire

Conclusion

Introduction

This chapter introduces the method of this study with an emphasis on the used research design, presentation of the research questions, description of the population and the sampling procedure. Also, it will involve the instruments used in the study, data collection procedure, data analysis, results and discussion of the results. All these elements will be clearly reported within this chapter. The aim of this study is to examine the extent to which teachers' personality affect learners' motivation.

II.1-Research Design

According to Ngechu (2001), a research design is a kind of plan which shows how problems under investigation are solved. In this research study, we seek to explore the effect of teachers 'personality on their learners 'motivation using a descriptive, qualitative case study design. Yin (2009) says that the use of a case study strategy has a distinct advantage when a "how" or "why" question is being investigated about an event over which the researcher has a little or no control at all. Actually, it allows researchers to retain meaningful characteristics of real-life events as Yin states: "case study research involves study in a real life context or setting". (Yin, 2009, p.9) Furthermore, Stake (1995) notes that "qualitative researchers seek to understand a case-to appreciate the uniqueness and complexity of it, its embeddedness and interaction with its contexts". (Stake, 1995, p.16) In fact, this design was chosen because through it we were capable of collecting and analyzing the data as it existed in the field of study through the instruments we used and without manipulating any of the variables.

Our purpose behind using such design is to answer the research questions about how teachers' personality affects the motivation of their learners.

II.2-Sampling and Participants

Mohrman, Tenkasi, and Mohrman assert "lasting change does not result from plans, blueprints, and events, rather change occurs through interaction of participants" (Mohran, Tenkasi and Mohran, 2003, p. 321).

In this qualitative study, we used purposeful sampling which comprises forty participants of third year pupils at "Raid Si Zoubir Secondary School» in Tiaret during the academic year 2018-2019. In addition This is concerning the sample of learners who participated in the learners' questionnaire which was designed to be simple and easy for respondents to answer. As we used another instrument which is teachers' observation; our sample was nine different teachers from different subjects, two males and seven females, from the same school. Our

selection of these teachers fit the criteria of an illuminative case to study and has the ability to generate rich information for the present study since we have chosen nine different teachers to see the effect of their different personality traits on their learners' motivation so that results can be generalized to the larger population of teachers. The instructors being observed did not know about this observation, so they are not affected by anything and taught as usual during the sessions of the observation.

2.3-Data Collection Procedure

Since personality and motivation are two things that cannot be observed directly, this study uses two data collection instruments: an observation Chart of nine different teachers and a questionnaire given to forty pupils. The purpose behind using two different instruments is to observe and analyze these two variables from different perspectives: the teachers', the learners' and the observers' perspectives. The main sources of data were the learners as well as the teachers in the observed classrooms (forty pupils and nine teachers). The two instruments were designed by the two researchers to measure the two major variables of teachers' personality and learners' motivation and gain relevant information about the subject.

2.3.1-Classroom Observation

An Observation Protocol (appendix 1) was developed by the researchers that focus on events occurring in real time during classroom observations of teachers. These observations were recorded on the Observation Protocol with the name of the teacher being observed and the setting as well (the classroom). The information obtained will help and corroborate the data taken from the questionnaire. These observations actually occurred during various sessions.

The researchers utilized the Big Five Model in order to measure major teachers' personality traits. The "Big Five" factors of personality are five broad domains or dimensions of personality which are used to describe teachers' personality. These Big Five personality traits are Conscientiousness, Agreeableness, Extraversion, Openness, and Neuroticism. They provide a rich useful framework for integrating all the research findings and theory in personality psychology. This instrument comprised twenty four statements about personality traits. The response categories to each statement were to choose between "yes" or "no" to find out if the special personality trait exists in that particular teacher or not.

2.3.2Learners' questionnaire

The second material used to collect data is Learners' questionnaire. It contains eleven different close and open-ended questions with only one "yes" or "no" question. Thus, there

are two parts in this questionnaire and all of them are ordered from general to specific. The first part includes close-ended questions where participants are asked about most of their teachers' competence, quality of teaching, quality of feedback, efforts made by their teachers to motivate them, availability of their teachers when they need them and the kind of relationship they have with their educators. The responses to these questions are rated as follow: 1-Excellent, 2-Good, 3-Fair, 4-Poor and the respondents will choose one or two answers from them.

In the second part of the questionnaire, learners are asked four different open-ended questions with one "yes" or "no" question. In these questions, learners are asked about their favorite teachers' strengths, weaknesses, how teachers affect their motivation in learning with a final very important question about whether they would change anything or not in their teachers if they are given the chance to do that and if they wouldn't, they will say "why?".

The "yes", "no" question is about whether the teacher's personality affects his or her motivation to learn which will provide enough information to answer the research question of the study.

Because the questionnaire includes evaluation of the respondent's teachers, the confidentiality of the responses is ensured and they are told that the questionnaire is anonymous and the results would never be exposed to the instructors or used for any other purposes but for research.

2.4-Presentation of the results

This part deals with the analysis of our collected data which are obtained through the nine different teachers were being observed by the researcher through filling an Observation Sheet measuring the five dimensions of personality which are: Conscientiousness, Agreeableness, Extraversion, Openness and Neuroticism, and the questionnaire that was addressed to the pupils of Raid Si Zoubir secondary school in Tiaret .

2.4.1 Observation Sheet

Results found in the Observations Protocols are going to be presented in this section. As our study is based on the Big Five Model of personality, we have classified the characteristics of each personality trait (1-Conscientiousness, 2-Agreeableness, 3-Extraversion, 4-Openness and 5-Neuroticism) into a table. So, we have had five tables of each Big Trait (5 Big Traits) as will be shown:

Table 1:

Presentation of Conscientiousness results according to the data found in the observation sheet:

1. Conscientiousness	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 this table, we can see that there are five major characteristics to measure Consciousness among the nine observed teachers which are: dependable, hard-working, organized, self-disciplined and responsible.

The first characteristic is dependable and from the first glance we can notice that most teachers are not dependable since we have found that four teachers are slightly inaccurate and one is very inaccurate whereas the four other teachers are slightly accurate.

The second feature is hard-working and here results have shown that most of them are hard-workers (four are slightly accurate, three are very accurate and only two are slightly inaccurate).

The third feature is organized; we notice that most of them are organized since we found that four are very accurate, two slightly accurate and the three others are slightly inaccurate.

In self-disciplined, the table shows that all the observed teachers are self-disciplined since six of them are very accurate and the other three are slightly accurate in self-discipline.

The last feature in Consciousness is responsible; the table shows that all the nine teachers except for one are responsible (three very accurate, five slightly accurate and only one is slightly inaccurate).

So, from the table we can initially deduce that Consciousness is a very important personality trait that most teachers possess.

Table 2:

Presentation of Agreeableness results according to the data found in the observation sheet:

2Agreeableness	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 this table, there are five major characteristics that measure Agreeableness which are: Cooperative, good-natured, courteous, trusting and cheerful.

The first one co-operative, we notice that almost half of the observed teachers are not co-operative (one is very inaccurate and four are slightly inaccurate) and the other four teachers are slightly co-operative.

In the second feature “good-natured”, the table shows that most of the teachers are good-natured (three are very accurate, four are slightly accurate and only two of them are slightly inaccurate).

Also, most of the observed teachers are not courteous. The table shows that four of them are slightly accurate and 2 others are very accurate whereas all the rest (3) are very inaccurate in courteousness.

The last characteristic in Agreeableness is cheerful. Here we found out that most of them are cheerful (four slightly accurate and two are very accurate). Two other ones are not cheerful (one very inaccurate and another slightly inaccurate) and the last one we could not say anything about him because of the lack of evidence.

Table 3:

Presentation of Extraversion results according to the data found in the observation sheet:

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

In this table, there are five major characteristics that measure Extraversion which are: gregarious, assertive, active, talkative and ambitious. In the first one, gregarious, we can see from the table that most of the nine observed teachers are gregarious (four of them are slightly accurate, two are very accurate and the three others are very inaccurate).

In the second feature, we can notice that most of the teachers are not assertive (five of them are slightly inaccurate, two are slightly accurate, one is very accurate and another we could not say anything about him because of the lack of evidence).

The third characteristic is crucial in any teacher's personality; it is to be active. We found out that most of them are active (five are slightly accurate, one is very accurate, two are slightly inaccurate and one very inaccurate).

Another feature here is talkative where we found out that almost all teachers (seven) except one are slightly accurate whereas two of them are slightly inaccurate.

The last characteristic in extraversion is ambitious where we can see in the table that we could not say anything about most of the observed teachers. We found that two of them are not ambitious (very inaccurate) and only one is slightly accurate in ambition.

Table 4:

Presentation of Openness results according to the data found in the observation sheet:

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

In this table, there are five major characteristics that measure Openness which are: intellectual, creative, artistic, flexible and sensitive. In the first characteristic, intellectual, the table shows that all the observed teachers except for one (very inaccurate) are very accurate

and this is a very important feature that should be found in any teacher and certainly affects a lot his students.

The second characteristic is creative, and here results have shown that only three of the nine teachers are not creative (two are very inaccurate and one is slightly inaccurate) and four of them possess creativity (one very accurate and three slightly accurate) whereas the last two, we could not say anything about them.

Most of the teachers are not artistic (three very inaccurate and two are slightly inaccurate) whereas three others are artistic (one very accurate and two slightly accurate) and one, we could not say anything about him.

In flexible, we can see from the table above that most of the teachers are flexible (four slightly accurate) whereas three of them are slightly accurate in flexibility and we could not say anything about two others.

The last characteristic in Openness is sensitive; here we have found that five teachers are slightly accurate and three others are slightly inaccurate in sensitiveness whereas another teacher, we could not say anything about one teacher.

Table 5:

Presentation of Neuroticism results according to the data found in the observation sheet:

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

In this table, we measure the last dimension of the teacher's personality, which is Neuroticism, defined by four major characteristics which are: emotional, insecure, nervous and fearful.

The first characteristic is emotional, and here we can see in this table that three teachers are slightly inaccurate, three are slightly accurate and the last three, we could not say anything about them. So, we can say that most of them are not emotional.

The second characteristic is insecure where we have found that that most of the teachers are secure since we see that five out of nine are very inaccurate and two are slightly inaccurate in security and only two are slightly accurate in this feature.

In nervous, we draw from the table that most of the observed teachers are not nervous since four are very inaccurate and two are slightly inaccurate in nervousness whereas one is very accurate, another is slightly accurate and one, we could not say anything about him.

The last characteristic in Neuroticism is fearful where we have found that almost all teachers except for two are not fearful at all (7 very inaccurate) and the other two are slightly accurate in fearfulness. So, this negative characteristic does not exist in most of the nine observed teachers and this is a very good point indeed.

5- Learners' Questionnaire

5.1 Sampling

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

2.4.2-Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. In this study questionnaires were administered to forty learners and all of them were given back. The reason for this 100% return rate was due to the fact that the researchers administered the questionnaires personally to the respondents, waited for them to be filled in, and were handed back to them.

Learners' Questionnaire

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

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

The highest rate is 65% (good). This was followed by 25% (fair), then 5% (excellent) and 5% (poor).

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

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

The highest rate is 45 % (Good). This was followed by 40% (fair), then by 10% (excellent) and finally 5% (poor).

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

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

The highest rate is 40% (Fair). This rate was followed by 35% (good), 20% (poor), and 5% (excellent)

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

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

The highest rate is 60% (Rarely). Then there are two equal rates 15% for very often and 15% for never. The lowest rate is 10% (often).

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

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

The highest rate is 50% (Often). Lower than this rate is 25% (never), this was followed by 15% and 10% (very often).

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

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

The highest rate is 40% (Fair). The next rate is 35% (good), then 20% (poor) and finally 5% (excellent).

2.5-Discussion of the Results

Yin (2003) states that: “data analysis consists of examining, categorizing, tabulating or otherwise recombining the evidence to address the initial propositions of a study”. (Yin, 2003, p.109)

We have approached this study qualitatively and as Pottou says: “because each qualitative study is unique, the analytical approach will be unique. Because qualitative inquiry depends, at every stage, on the skills, training, insights and capabilities of the inquirer, qualitative analysis ultimately depends on the analytical intellect and style of the analyst”. (Pottou, 2002, 433)

In this section of data analysis, we analyze the data gathered from the Observation Protocol that focuses on teachers’ personality traits through referring to the Big Five Model (1-Conscientiousness, 2- Agreeableness, 3-Extraversion, 4-Openness and 5-Neuroticism) already mentioned and explained in the literature review section. As we have used another instrument which is Learners’ Questionnaire, much information was gathered and will be analyzed within this same chapter. The data collected have been first taken from the different measures, then coded, and reviewed as a first step for data analysis. The resulting analysis and interpretation of its meaning provides a description of the major personality traits that influence learners’ motivation and also their learning as an inevitable automatic result. It includes pupil’s opinions about most of their teachers’ personality and how it can affect them. It also provides some recommendations concerning the relationship of both.

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 was as follow: very inaccurate- slightly inaccurate-cannot say anything- slightly accurate-very accurate.

2.5.1-Observation Sheet

Since personality is as Cruickshank et.al (2003) defines it, the totality of character and behavioral traits which are special to an individual. Also, Zuhaili (2009) notes that personality traits are one among the factors that is so crucial in effective teaching. Furthermore, Radmacher and Martin (2001) suggest that many teachers who perform well in teaching are those who show certain traits of personality such as outgoing, humor, enthusiasm and

emotional stability. In fact, there are many important personality traits which demonstrate a good teacher's personality. The Big Five Model is one of the most important models that involve the most prominent aspects of personality. It involves five independent traits, which provide useful information about any individual's personality, which are Conscientiousness (dependable, hard-working, organized/planful, self-disciplined and responsible), Agreeableness (co-operative, good-natured, courteous, trusting and cheerful), Extraversion (gregarious, assertive, active, talkative and ambitious), Openness (intellectual, creative, artistic, flexible and sensitive) and Neuroticism (emotional, insecure, nervous and fearful).

As we have specified each trait with a table containing the major characteristics of each one, in this section we are going to analyze the findings.

In Conscientiousness table, we have presented the results concerning that trait. As Barrick and Mount (1991) state that conscientious people are characterized by being dependable, responsible, hard-working, self-disciplined, persistent, planful and organized. Based on this definition, we have chosen five major characteristics to analyze Conscientiousness within each observed teacher, which are: dependable, hard-working, organized/planful, self-disciplined and responsible.

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 be able to 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 (seven); the same thing in organization where six of them proved to be accurate. Furthermore, all of them are self-disciplined and responsible except for one teacher who is not accurate in responsibility. In fact, this is so crucial in managing their classroom, maintaining respect with their pupils and creating a positive and motivating environment for learning.

Here, we may conclude that the observed teachers are conscientious since if one of them is not accurate in one characteristic of Conscientiousness, he will certainly be accurate in the others. It is very clear that Conscientiousness is extremely important and required for any good teacher who desires to positively influence his learners as Wright (2003) notes that people who are high in it usually have a sense of duty and obligation toward their work and

also possess high job performance, motivation, which is our concern, career success and job satisfaction as well.

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. Such individuals are optimistic, sympathetic and have a desire to help others and expect to be helped by the others as well.

Based on the above 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 agreeable people 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.

Extraversion as Barrick (1995) suggests the degree to which an individual is sociable, gregarious, talkative, assertive, adventurous, active, energetic and ambitious. According to this definition, we have selected five major characteristics which are gregarious, assertive, active, talkative and ambitious.

Most of the observed teachers are gregarious (6 of them), active (also 6), talkative (7 teachers) but still 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. Also, we can 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 and the lack of equipment they are teaching in. 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.

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 and we couldn't say anything about other two for lack of evidence), flexible (four teachers whereas we couldn't say anything about two others) and sensitive (five). Still most of them are not artistic (five are not) but this is not very important because being artistic is something we born with and not all teachers are gifted to have such thing.

So, we can clearly say that most of our observed teachers are accurate in Openness and this of a great importance since such 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.

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. According to the last definition and in order to measure Neuroticism, we have selected four major characteristics which are: 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 be put in.

So, we can easily deduce that good teachers, who have a strong personality that influences their learners negatively, should be low in Neuroticism.

Finally, we can say that the Big Five Model is the best means used to measure personality and to which extent the teacher's personality can be decisive and crucial to his pupils' motivation to learn.

The study was to investigate the influence of teachers' personality on learner motivation in Raid Si Zoubir Secondary School.

2.5.2- learner' Questionnaire

The first question was about the teachers' competence. There was a great satisfaction as 65% of pupils indicated that their teachers' competence was good. This competence can be seen through the teacher's ability to understand the educational environment, pupils and also himself, to be able to sensitively react on 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 and whether he has some weaknesses to get over them.

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 the teachers' efforts to make their lessons relevant to the content of the course activities by relating them to the daily lives of learners through the use of authentic examples which would deepen the understanding of material. Furthermore; the creation of appropriately challenging assignments may be another reason for this result because 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 investigated the quality of feedback given by teachers. Most of the pupils were satisfied by the quality of feedback because most of the teachers were 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 was to see whether teachers were making efforts to motivate learners to learn. Most of the pupils responded by saying that it was rarely when teachers do their best to motivate them. This may be attributed to the lack of technological devices and grading that was about rote learning which was not to encourage creativity.

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

The sixth question was to understand the nature of the relationship between teachers and their learners. “Fair” was 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 the learners.

In the seventh question, to determine the teachers' characteristics that are favorable for pupils, the respondents were asked to give the strengths of their most favorite teachers. Most pupils emphasized that the characteristics of their most motivating teachers are obvious concern and caring for the learners. Some said that a teacher's strengths are passion and love of knowledge. One pupil said that a teacher's strength lies in his/her caring for learners learning process. While caring is seen as the most important characteristic for a motivating teacher to exhibit, Some respondents also included high expectation of pupils, genuineness by going beyond what is expected of them to promote learners wellbeing, fairness by giving assignments that take into account learners needs and levels of ability, organization, logic and common sense through understanding that forces outside the classroom may be affecting a pupil performance, ability to give complements to learners and the ability to admit mistakes and approachability by having the ability to make pupils feel at ease when they come to ask a question as well as exhibit a sense of warm and comfort.

The eighth question is concerned with the characteristics that are least favored by pupils and which learners perceive as weaknesses that teachers should work on to get rid of. Most

respondents see that demotivated teachers are usually uncaring, lazy, unpunctual and disrespectful. According to the respondents, those teachers exhibit what is called ego teaching by having unrealistically high standards that create intense stress in their pupils or giving difficult tests that create enormous failures; excessive criteria, irresponsibility through making demands without giving reasons. Rigidity was also mentioned along punishment orientation. Those two characteristics show themselves in the unwillingness to change one's mind or admit mistakes and in punishing students for relatively small infractions. The respondents also included disorganization, for example by frequently lose pupils and lack of control. This latter characteristic may appear to have no set class room rules for discipline or opportunities for reward and making extreme threats that are really enforced.

Question nine highlights the importance of teachers' personality in learner motivation. All pupils agreed that the teacher's personality affects their motivation to learn. This really supports the opinion that the responsibility of the teacher is not only one aspect of motivation, but probably the most influential one.

This question was about the way a teacher's personality affects learner motivation in learning. Through the answers it is clear that student's perception of whether the teacher cares for them having meaningful effects on their level of motivation. Most respondents exhibited the ability to see through a teacher's actions, recognizing those that reflected the personality as fake or genuine. According to the respondents answers pupils who perceived that teachers were willing to reach out to them and provide needed assistance in practical ways were among the highest motivated pupils. One frequent answer is that a teacher's personality may be responsible for improving or impeding the increase in learner motivation. For example a very strict teacher who is caring, kind and genuine may facilitate the increase in learner motivation despite being strict. On the other hand; a teacher who is fair and unstructured and disorganized may facilitate the increase in learner motivation. Despite the fact that students may love the teacher may not experience increase in motivation if teachers cannot provide the real life success experiences necessity for that increase in motivation.

The eleventh question was about the extent to which learners were willing to change some unfavorable characteristics in their teachers. The results show some kind of satisfaction from the part of pupils towards their teachers. However; some pupils said that instead of being given a few large tests and assignments, they would prefer smaller more frequent ones. One pupil said that teachers do not really use a variety of teaching methods and that is why classes are somehow monotonous and this make him sometimes unmotivated. Another pupil said that teachers themselves do not show enthusiasm for the content of the course and that she would

prefer to see more enthusiasm from their part because if the teacher is bored and uninterested the pupil will probably respond to that negative energy and apathetic attitude by duplicating it. So it is important for teachers to model the behavior they want their pupils to show.

General conclusion

General Conclusion

Teaching is a multifaceted profession, but as the data suggests, the most important responsibility a teacher has is to demonstrate a sincere interest in the learners and make increasing their level of motivation 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 the impact of those actions on his/her learners. Educators, must also, create an environment that allows them to get to know the 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.

This study confirms that a great teacher personality is so significant to the level of learners' motivation and the active promotion of engagement of the learning process by fostering a positive interaction between the teacher and the learner. Understanding what motivates learners can provide a sense of to create this motivation and linking the level of learners' motivation to teacher's personality make teachers aware of the importance of this aspect in the teaching learning process. From the findings of previous and present study, it is evident that the big five traits are correlated with motivation level. This means that pupils who see their teachers as organized, trusting, contented, creative, compassionate, gracious and unconventional are more likely to have higher levels of motivation.

It is proposed in this study that 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.

Motivation is absolutely not a uniform factor and no available theory has managed yet to represent it in its total complexity. This implies that researchers need to be particularly careful when conceptualizing and assessing motivation variables and should be aware of the fact that the specific measure or concept they are focusing on is likely to represent only a segment of a

General conclusion

more intricate psychological construct. As Williams (1994:84) succinctly approaches to such complex states «there is no room for simplistic approaches to such complex issues as motivation. Although successful experiences are the most critical factor in increasing motivation, a positive teacher with constructive teaching strategies can go a long way toward braking down initial resistance barriers. A positive or negative teacher's personality even for one year can directly affect a pupil for the rest of his/her life.

Being social creatures, and learning social skills from those around us, pupils are in a vulnerable position should their role models be somewhat lacking in such things as social graces, and communication skills. Many pupils rely on teachers as their source of modeling for refining the art of increasing motivation to learn. 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. Through the improvement of their personality characteristics, both parties benefit from the acquisition of respect, trust, and security, which in turn, fosters a society of young people who are well adjusted, responsible citizens.

2.7. Limitations of the Study

While the data provided through our study proves it to be worthwhile, the study also has its limitations. One of the greatest limitations to this study was time, especially when the dates scheduled for the study are impacted by holidays and unseen circumstances that limit the amount of time participants are available to complete the survey. Another limitation would be my sample of convenience because we used only forty students from one class only and nine teachers.

It is necessary to take into consideration whether only the motivated or semi-motivated pupils participated in the study, thus proving data that may not directly reflect the feelings and experiences of unmotivated pupils. This raises the question; does the term motivated pupils respond to the same teachers' characteristics. In other words do all pupils are motivated by the same teachers' personality or there any differences in pupils response to teachers' personality.

2.8. Implications of the Study

There were several implications of our research. For teachers, the results provided concrete evidence from pupils relating to their experiences that teachers' personality clearly affects pupils' motivation. As researches we believe that implementations of the questionnaire

General conclusion

followed by results from the observation protocol may provide good strategies for teachers to motivate pupils and clear personality traits that teachers should embody. In the school environment, there need to be teachers who show certain personality traits part of their teaching philosophy. Although this may not be the case in all educational systems today, the concept of the importance of teachers' personality in learners' motivation can be supported in a variety of ways. To support this concept, administrators and division office personnel can play a role in this, as they can become more aware of the qualities that ideal teachers possess, and encourage the hiring of more teachers who approach that ideal.

People who enter the profession should be aware of what is involved in teaching and learning. Therefore entrance into the teaching profession needs to be cautiously screened, and carefully explained to applicants considering the profession. As a requirement upon entrance into teaching faculty, personal interviews between applicants and trained faculty members need to take in place to evaluate the applicants understanding of what is essential to the teaching-learning process. Personality trait "conscientiousness, agreeableness, extraversion, openness and neuroticism" need to be carefully considered before they are accepted for entrance into the profession. Once they are accepted into the profession, early placement into the school would identify to applicants and others; the applicants' suitability for the profession.

The quality of teacher training must also be considered in light of these findings. A portion of the training needs to impart the concept of teachers' personality in student motivation.