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**Exploring Teacher's Personality and its Effects
on Students' Achievements and Personality,
Daham Habib Middle School – Tiaret as a sample**

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN
LANGUAGES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE MASTER'S DEGREE IN DIDACTICS/LINGUISTICS**

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Dedication

We would like to dedicate the success of this work to our lovely families, our dear parents, brothers and sisters for their unconditional love, patience, care and advice support. We will be grateful forever.

Acknowledgement

Despite all the obstacles, stress and frustration that came our way during this academic year, we have been blessed with the presence and the support of our families and our kind supervisor.

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Us whenever we needed his guidance.

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Abstract

The goal of this study was to determine how much a teacher's personality affects a student's personality and achievements. Examining the connections between a teacher's personality and the characteristics and accomplishments of his or her students was the aim of this study. Additionally, it aimed to determine whether and to what degree teachers' personality traits have an impact on students in a favorable or negative way. This study was conducted with students and teachers from Tiaret's Daham Habib Middle School. It was founded on descriptive research, in which data was gathered qualitatively through classroom observation and quantitatively through the use of questionnaires. The findings demonstrated that the teacher's personality, which includes his conduct, gestures, reactions, and interactions, might have an impact on students. Furthermore, the results of this survey revealed that teachers are aware of their responsibilities. The teacher's personality is an important aspect that has a big impact on students. This study looked at one aspect of the relationship in detail. Because of the small number of individuals and their surroundings, these findings cannot be generalized.

Keywords: teachers , Learners , Teacher's personality, Learners'personality and achievements, emotions

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Introduction

General introduction

Because there is a growing demand for better learning and teaching practices, the position of the teacher may become increasingly significant in this setting. Therefore, the personality of the instructor makes a substantial contribution to the academic success of the students. In the context of learning and teaching, more and more educators and administrators are coming to the conclusion that the personality of the instructor is extremely important. Teacher's personality, according to Sronge, Tucker and Hindman (2004), refers to inner-qualities of a teacher, observed from the teacher's expression of values, beliefs, behavior, and attitude (as cited in Hashim, Alam, Yusoff, 2014, p. 103).

Numerous studies have been carried out to explore the effects of teacher personality, and many researchers have arrived at the conclusion that teacher personality is the most essential factor at play in the classroom (Getzels & Jackson, 1963). The majority of the early research as well as the work that is being done today are focused on discovering and studying the varied strengths and weaknesses of the various personality types as teachers, communicators, and leaders in the educational system. And some other articles investigate the question of which characteristics of a person are most valuable in a person who works in the education field. However, scientists and researchers have not paid a great deal of attention to the effects of a teacher's personality on the personalities of their students as well as the students' successes.

Therefore, the purpose of this study is to address this knowledge gap and shed light on the impacts of a teacher's personality on the personalities of their students and the level of achievement they attain while attending Daham Habib middle school. As a result, the purpose of this study is to investigate the extent to which students' personalities and the accomplishments they attain are influenced and affected by the personalities of their teachers, regardless of whether those qualities are desirable or unwanted. It is believed that by doing this research on students and the impacts that their instructors' personalities have on them, both teachers and students will become more conscious of the significance of a teacher's personality not only in the process of teaching but also in the process of learning.

To embark on such a premise, the following research questions are asked:

- In what sense may teachers' personality impact either positively or negatively learners' achievements and personality?

- What teachers' personality traits can play an efficient role in modelling learners' positive personality?

As stated above, the primary concern of this dissertation is to explore the impact of teachers' personality on learners' achievement and personality. To this end, the following hypotheses are put forward as tentative answers to the aforementioned questions:

- It is commonly assumed that teachers' behavior and conduct can play a significant role in attaining learning outcomes or on the contrary causing refutation and demotivation.

- It is hypothesized that teachers' fairness, lenience, friendly relationship, open-mindedness, trustworthiness, flexibility... are necessary for a successful teaching and learning in any EFL classroom environment.

In order to preserve the scientific validity and integrity of this investigation, a variety of research methods have been utilized. The questionnaire was an obvious choice for the researchers to use because it enables the collection of a wide variety of data that are pertinent to the purpose of the current investigation. In order to gain insight from a variety of views, a classroom observation in Daham Habib middle school, and questionnaire addressed to EFL learners of the same school.

The research is structured in a manner that makes an effort to reflect not only the topic that is being investigated but also the methods that were applied. In order to accomplish this aim, this dissertation consists of three different chapters yet complementary chapters. The first one, revolve around the literature review is meant to reframe and conceptualize necessary terms in tight connection with the gist of the issue under investigation; definition of personality and its types, teaching effectiveness and its relationship with personality, personality and foreign language learning and learners' characteristics . The second one covers the adopted research methodology and design; research methods, objectives, settings, and sampling. Last but not least, the primary focus of the final chapter is on the fieldwork survey as well as the data analysis that was derived from the questionnaires and classroom observation. This study's overarching objective is to investigate the impact that teachers' personality may have on learners' learning achievement and their moods.

Working with a limited number of middle school teachers and learners at unique school would never allow an overgeneralization of the obtained results.

Chapter one
Literature review

Chapter one

Literature review

I.1 Introduction

The purpose of this chapter is to provide an overview of prior research on the subject matter. It explains the findings of earlier research. It's a compilation of reviews from academic publications, including journals, books, and dissertations, as well as online resources. Personality, instructional efficacy, and learning are the most often discussed topics in the evaluations. Recently, there has been a lot of research done on how to make both teaching and learning better. Teachers and students, however, should also be seen as the primary players in the teaching and learning process. In previous research, it was shown how important a teacher's personality is to students' ability to learn as well as to teach. Students' and teachers' personalities form the foundation of our first chapter on the concept of personality, which also covers the teacher's and students' personalities in depth.

I.2 Definition of Personality

Personality is defined in the Collins Cobuild Dictionary as "the sum total of one's character and nature." This word has two definitions in the Concise Oxford Dictionary: Becoming a person, or having a unique personal identity, is the first step towards being a person. An individual's character is an important factor in shaping their conduct, according to Hogan, (1991). To put it another way, according to Guthrie et al., (1998), character may be defined as a tendency to respond or react in a typical way in response to one's surroundings. People's personalities are defined by Pervin and colleagues, (2005) as those qualities that influence how they feel, think, and behave on a constant basis. "Personality is the area of the discipline of psychology that primarily examines persons in their completeness as individuals and as complicated creatures," according to Pervin and John, (2001).

According to Zoltan Dornyei, (2008), As soon as we begin to investigate "personality," it becomes clear that students use the word to refer to a wide range of various characteristics. It was in the twentieth century that Freud attempted to understand personality by studying the human mind. The goal of Freud's model is to make the unconscious conscious, which indicates that the everyday acts held inside the psyche must be clarified. Freud's model. He

believes that the psyche manifests itself in all of life's experiences, whether or not a person is conscious of it (Freud, 1910). Dimensions of Personality (The Big Five Model)

He said that FFM had gotten substantial empirical support and had been accepted as the trait personality model that could give needed consistency across samples and contexts. (Goldberg, 1993). According to Mount and Barrick (1995), several psychologists have come to the conclusion that five-character constructs, known as the Big Five, are vital and enough to reflect the main components of normal personality. Because the Big Five Model is commonly used to evaluate personality, this research chooses to employ it. There has been a lot of research done on the Big Five personality traits of neuroticism (extroversion), agreeableness (openness to experience), conscientiousness (openness to experience), and agreeableness (agreeableness). In theory, these five characteristics cover the majority of a person's core traits. In research, having such a wide range of dimensions is useful because it allows for the distillation of many different personality characteristics into a manageable number of dimensions. In other words, this methodology may be used to any study. "The Five-character traits" (Harris and Fleming, 2005) have been widely accepted in the area, according to their authors. The Five Factor Model classifies an individual's higher-level inclinations into five distinct personality characteristics.

I.2.1 Extroversion

In contrast to extroverts, H. J. Eysenck (1986) claims that extraverts seek out new experiences, whereas extroverts prefer familiarity and familiarity. While Costa and McCrae (1992) said that extroverts are social, forceful, active, and thrill-seeking, we believe the opposite to be true. Like Mount and Barrick, (1995) who said that sociability is most usually defined as the degree to which a person is friendly, gregarious; chatty; assertive; adventurous; active; energetic; and brave; Mount and Barrick (1995). Watson and Clark (1997) observed that extroverts are socially active, sociable, aggressive, vocal, and eloquent, and they are at ease in large groups. They also have a wide variety of friends to choose from. Extraverts, according to Williams (1997), have high levels of positive affectivity, self-efficacy, and optimism. Extroversion, according to Harris and Fleming (2005), includes traits like being friendly, sociable, confident, and talkative. However, Manning et al., (2006) said that extraversion is about how comfortable people are in social connections, regardless of how socially repressed they are, and hence the extrovert who is comfortable in social relationships and socially unconstrained. Organizations may anticipate extroverted people to take a lot of

risks in the workplace because of their desire for power and recognition, according to Tallman and Bruning (2008). Extraverted people, according to Tallman and Bruning (2008), are more likely to be high achievers who are dedicated to the company they work for psychological contracts that will reflect their work ethic, dedication, and willingness to collaborate with others.

I.2.2 Agreeableness

According to Costa and McCrae (1992), agreeableness is tied to "the urge for intimacy," which is the recurring choice in thinking and behavior for skill in close, warm, and communicative encounters with others. "Moved by others" is how one describes someone who is a high agreeableness person. However, according to Graziano et al., (1996), prime agreeable individuals may in their desire of harmonious interactions create extra positive attributions to otherwise provocative conduct than low-agreeable folks. According to Barry and Friedman (1998), agreeableness has "pro-social goals," which are motivated by the desire to achieve beneficial results for oneself as well as for other members of the cluster. People who are more pleasant are more likely to seek social connection, according to Judge et al., (2002). When it comes to agreeableness, Harris and Fleming (2005) said that it refers to those who are kind, compassionate and tender-hearted. Those with low agreeableness are described by Dijkstra et al., (2005) as aggressive, competitive, cynical, callous, heartless, and harsh; they are also more likely to be knowledgeable and particular in their aggression. According to Manning et al., (2006), agreeableness is a measure of how sensitive and attentive people are to others, as well as how much they are willing to defer to others. Unsentimental people tend to operate mostly on a logical level, whereas tender-minded people prefer to operate predominately on an emotional level and demonstrate sensitivity and responsiveness, respectively. There is a strong correlation between pleasantness and the ability to remain calm, joyful, and compassionate. An altruistic high is one that makes you feel good about yourself.

I.2.3 Conscientiousness

According to Barrick and Mount (1991), persons who are conscientious are trustworthy, responsible, hardworking, self-restraint, persistent, methodical, and well-organized. Conscientious persons are worth responsibility, competence, self-discipline, and action, according to Costa and McCrae (1992). Costa and McCrae (1992) also said that

conscientiousness includes particular attributes such as competence, order, piety, action pains, self-discipline, and contemplation. Conscientious persons are described as responsible, careful, conserving, orderly, cautious, planful, diligent and goal-oriented by Mount and Barrick (1995). People with high levels of conscientiousness are more likely to do well in their jobs, be successful in their careers, and like their work. To be clear, according to Harris and Fleming (2005), conscientiousness relates to traits like organization, precision, and cost-effectiveness. As stated by Manning et al., (2006), one's level of conscientiousness is determined by the number of objectives they pursue and the degree to which they pursue them in a focused way. Two extremes are the spontaneous person who pursues many objectives in an unfocused way, and the conscientious one who pursues fewer goals but in a more targeted, controlled, and planned manner.

I.2.4 Neuroticism

It is common to relate neuroticism with those who have a gloomy outlook on life and poor self-esteem. Negative impact is defined as a tendency to see the world in a pessimistic light, according to Watson and Clark (1984). Levin and Stokes (1989) also highlighted that person with a strong negative influence tend to focus on the bad elements of other people as well as their own personalities. Pessimistic affectivity is linked to mental illness, according to Saint George (1996). People who are more depressed and have a negative view of themselves and the world around them are more likely to suffer from mental illness. In contrast, Brockner (1988) said that people who lack self-esteem and vanity resort to others for validation. People with low vanity, according to Turban and Dougherty (1994), tend to shy away from challenging tasks, are less confident in their abilities, are less likely to seek feedback, and believe that others find them less attractive. A study by Judge et al., (1998) indicated that vanity, self-efficacy, and locus of management were all adversely related with mental illness. Bernerth et al., (2007) endorse each of these qualities as being indicative of mental illness, noting that mental illness includes more than just poor self-esteem and negative affectivity. A mental illness is defined as having hysterical, furious anger, despair, self-consciousness, unthinking and vulnerable features (Costa and McCrae 1992). The term "emotional stability" (reverse scale) is supported by Mount and Barrick (1995) and may be further characterized as a person is emotional, insecure, uneasy, scared, and apprehensive. Some researchers claim that people with mental illnesses have even less social skills and less motivation in committing to a long-term relationship. According to the findings of Deci et al., (1997),

research has demonstrated that persons with neuroses have significantly limited social abilities. Neurotic persons, according to Raja *et al.*, (2004), are unlikely to form long-term relationships that require commitment, social skills, and trust in other people.

I.2.5 Openness

In Costa and McCrae (1992), openness to exhilaration is linked to active imagination, aesthetic sensibility, attention to inner sentiments, preference for choosing, intellectual curiosity and independence of judgement. Openness workers, according to Costa and McCrae (1992), seek challenging and interesting work and expect their employers to provide this need. Open people have a strong desire for self-determination and are more likely to be creative, open-minded, and receptive to new ideas. This is in line with the findings of choose and Bono (2000), who found that individuals who are more open-minded are more likely to accept new ideas and perspectives. According to Bozionelos (2004), people who score highly on openness should be more likely to report involvement in their work because their work will serve as the rostrum to satisfy their curiosity, their desire to explore new viewpoints, and their tendency to develop real interests in any activities they are involved in. Harris and Fleming (2005), on the other hand, said that being open to new technology or power is a reflection of one's own unique personality traits, such as creativity, originality, and curiosity. Openness is, nevertheless, cited as an additional factor by the majority of studies. Manning *et al.*, (2006) also said that openness is a combination of a person's openness to new knowledge and their range of interests, degree of authority, and intellectual abilities. The conventional person, WHO is somewhat closed to new experiences, and the open individual, WHO is very friendly to such experiences, are at opposite ends of the spectrum.

I.3 Teaching Effectiveness

According to Ronald L. Partin (2009), the teaching-learning process begins on the first day of class. Teachers need to establish a positive learning environment in their classrooms from the get-go, starting with the physical layout of their classrooms, students' desks, and seat assignments. According to him, good classroom management and successful education depend heavily on strong personal ties between teachers and students.

Academics, according to Jackson (1968), have long been recognized for their dual devotion to both the university and their pupils, which is why teaching is considered a career in and of itself rather than just a job. It has been noted by Firestone (1991) that academics are

considered as flexible to new ideas and external conditions, and that teaching is seen as a logical activity. While, Haris and Rutledge (2007) defined effectiveness as the degree to which a person achieves results that are aligned with the goals of their businesses. "Intermediate results" that are not directly linked to the organization's major goals and are indicative of the quality of the work environment were also discussed. However, McKeachie (1979) said that teaching efficacy is the extent to which one has helped students achieve instructional objectives.

There are two factors used to evaluate a teacher's effectiveness. The first is the selection of a high-quality teaching approach, and the second is the quality of the pedagogy and temperament. Academics must be forced to focus on the simplest pedagogy in their approach to teaching and learning if they are to choose a high-quality pedagogy. Teaching methods must be chosen carefully in order to ensure that the quality and efficacy of instruction can be verified by Fauziah and co-workers (2005). Fauziah et al., (2005) also said that instructors' means and techniques of helping students explain and interpret texts are the educational methods and teaching methods they utilize. There are two main approaches to learning and teaching: one is concentrated on the instructor, and the other is oriented on the student. Fauziah et al., (2005) endorsed the notion of teacher-centered method, which is the teacher's sole engagement in a classroom. Having the whole recitation to speak about, the instructor is considered the protector of data. They knew that students were completely reliant on them, and that they had a high expectation of the academics. According to McCombs (1997), the learner and the learning method are the focus of the student-centered approach, which aims to establish an environment that is conducive to success for students. According to Yeung and Watkins (2000), teachers who use a learner-centered approach to instruction are able to be more effective and efficient. Learning-centered strategies, such as those used by Sariscsany (2005), help students create a sense of self-efficacy and a belief in their ability to succeed, which in turn helps them perform better. Student-centered learning differs from teacher-centered learning in that it is a collaborative effort between the instructor and students.

Before deciding on a teaching technique, Mackey (1969) said that it is important to determine whether or not the strategy is appropriate for the program, the students, and the instructors. After achieving educational goals, it is possible to assess appropriate approaches and teaching methods, as Fauziah et al., (2005) have said. the offered software must fit the context in which it will be utilized. The program's material must be suitable and clearly

describe what it intends to do. It's also to ensure that the vast majority of students for whom it's intended will be able to do it. The software that is made public should provide the process for creating a bicycle constructed for two people. However, Shulman (1987) said that since teaching is a long-term process, academics must use their formal content as well as their understanding of their students to make decisions. Teachers need to have a clear knowledge of their pupils so that they may use that information to help them choose a teaching technique that is both effective and efficient. In the words of Fauziah and colleagues, when it comes to attaining the goals, instructors, students, and methods are all mutually dependent on one another, resulting in the most effective learning possible. Having a good methodology is of little help to a professor UN agency does not know how to utilize it, as Fauziah et al., (2005) pointed out. The quality of the instructor and the fit of the technique to the teacher are critical to maximizing instructional effectiveness. In addition, Mackey (1969) said that the quality of the relationship between the instructor and student is a reflection of the teacher's temperament. It also implies that a better knowledge of the relationship between academics' temperament and their pedagogy, which determines how successful they are as teachers, may be gained by studying their personalities.

I.4 Relationship between Personality and Teaching Effectiveness

The link between temperament and work performance, which leads to successful instruction, may reveal the existence of this relationship. The majority of the review indicated that conscientiousness temperament characteristics and work performance had good correlations in terms of job performance and teaching effectiveness. The authors of Barrick and Mount (1991) identified a consistent and favourable link between conscientiousness and job performance in a variety of work groups. Ree and Earles (1992) said that general intelligence and conscientiousness are proven to be valid predictors of coaching and work success. According to a meta-analysis conducted by Barrick and Mount (1993), conscientiousness was shown to be a significant predictor of work success in five different professions.

Meta analytic studies have consistently shown that conscientiousness is the most powerful and constant predictor of work success across a wide range of professions and vocations, according to Barrick and Mount (1995). Both intellect and conscientiousness are associated with work success, as shown by research by Behling (1998). Among the major 5, Barrick et al., (2001) showed that awareness was the most accurate predictor of work success.

Openness and agreeableness, on the other hand, have a direct correlation with work performance. According to Salgado (1997), multiple links between the major 5 characteristics and several job performance metrics were verified, and openness and agreement to reliable predictors of coaching success were discovered. It was observed that the relationship between work attitudes, proclivities, and temperamental features was well supported by the findings of Thoreson et al., (2003). According on Centra (1998), the levels of performance that instructors attain are defined as those in which they meet or exceed the criteria nominally. The focus must be on the technique of instruction. As stated by Magno and Sembran (2008), teacher performance comprises measurements of general teaching practices such teaching methods and techniques, room management and planning and organization of instruction. Physicists and Liying (2000) said that instructors' temperaments have an impact on their performance. It indicates that the teacher's temperament had an impact on both their teaching methods and the quality of their instruction. According to Muray et al., (1990), several research have shown that temperament may be a significant predictor of good teaching. According to Magno and Sembrano (2008), temperament has a role in the technique by which lecturers are evaluated on their ability to teach effectively. Young and Shaw (1999) argued that clever teaching is characterized by certain human traits, such as being pleasant, accessible, warm, kind, appreciative, and energizing. The substance of teacher effectiveness, as stated by Magno and Sembrano (2008), incorporates the following: tolerance, an honest sense of humour and warmth and friendliness; a care for students; and a concern for their well-being. Recent research by Yeh (2006) found that temperament types such as intrapersonal intelligence, critical thinking tendencies and judicial thinking preferences led to more dependable results in reflective instruction and mastering achievement... in support of the above review, which demonstrates that temperament and success as a teacher have a connection.

I.5 Personality and foreign language learning

Personality and language acquisition, particularly in a second or foreign language, have been of interest in the last several decades. how to learn a new language is a fresh experience for the student (Robinson, archangel and Katchan, 1994). According to Norton (1997), language and power have an effect on temperament. t is the inherent complexity that Norton identifies as a thing that is constantly renegotiated through time and area. When learning a foreign language, one's disposition and emotions are entwined (Sepehri, Rakhshani,

Keshavarz and Kiani, 2013). According to Norton (1997), temperament may be defined as a person's perception of the world and how they relate to it.

Students not only acquire a new way of communication, but they also get a fresh perspective on the world around them in foreign language courses (Robinson, Gabriel and Katchan, 1994). It's possible to discover new physical and mental traits that reflect a person's appearance, ideas, attitudes, lifestyle, and behavior while learning a foreign language. Consequently, language plays a vital influence in the formation of an individual's temperament as well as being intimately linked to it; Norton is the name of the game (1997). In the end, learning methods include a wide range of differences in how and what people learn. People's personalities have been identified as an important factor in the wide range of learning styles that exist (McCaulley & confab, 1974; Myres & Myres, 1980). According to the work of the psychologists Myers and Myers (1980), a model known as the Myers-Briggs type indicator (MBTI) may be used to determine how a person's temperament will be shaped by their educational approach. Extroversion vs. introversion, sense vs. intuition, thinking vs. feeling, and judging vs. perceiving are all included in this model's breakdown of temperament. Learning a new language does not follow the same route for each of these eight learning types. In addition, they have quite distinct learning styles. When it comes to acquisition, each of these types has its own set of advantages and disadvantages (Mohseni, 2013). According to Ronald L. Partin's (2009) theory, the fact that typical communicative L2 learning activities allow, and in some cases even necessitate, some degree of student creativeness implies that individual differences in learner ability could have a significant impact on learner contribution to those tasks.

I.6 Learner characteristics

I.6.1 Anxiety

"Anxiety is very probably the emotional element that most pervasively obstructs the learning process," according to Arnold and Brown (1999). Anxiety has been shown to impair performance, according to Ronald L. Partin (2009), but it's surprising how murky the idea of hysteria becomes when we move beyond its surface meaning. As previously stated, there is a general lack of clarity on the core classification: Does it have anything to do with your mental state? Is this a personality trait? Or is it a matter of feeling? Furthermore, anxiety is often not seen as a single problem, but rather as a collection of distinct issues with varying degrees of

severity. Christopher Willard (2008) said that merely striving to go to college might generate a lot of stress for certain teenagers. Throughout the day, there are many things that might be overwhelming. Or your body may be sending alarm signals, making you want to skip college completely. Christopher Willard threw in his two cents as well (2008) We're trying to find a balance between assurance and pomposity. We must maintain a modest appearance without projecting a lack of self-assurance. Due to the high stakes of requiring work or affirmations, we may get restless before, during, and after a meeting because of this. However, imagine if there was a simple way to seem and feel assured at the same time. A recent study from Harvard Business School looked at whether particular body positions may affect your confidence by changing your hormones. More excellent chemicals for assurance and fewer chemicals of pressure and tension are produced when the scientist views this as "high-power" presentations. For example, Wonder Woman or Superman's pose of keeping her chest up and out while keeping her legs apart and her hands on her hips is a great example of a chest-opening pose. Before mock new employee screenings, people practiced these positions briefly so that interviewers could see how sure they were of their answers and decide whether to use them. I realize this sounds irrational. Regardless, it definitely aims to transform you from a worrier into a heroic character.

I.6.2 Creativity

When Guilford's 1950 talk to the American Psychological Association was published, it sparked the scientific study of creativity, according to Runco (2004) in a recent assessment of psychological literature. Many people quickly recognized the construct's significance, noting that it seemed to address a pressing problem in the public consciousness at the time. Rogers (1954, p.250) explained the concept's importance thusly: There appears to be no other way for mankind to keep up with the rapid pace of change in this world when knowledge — both constructive and destructive — is expanding at such an astounding rate into the magnificent era of the atom." Unless people, governments, and organisations can come up with innovative ideas for dealing with these rapid transformations, the lights will go out. Feldhausen and Westby (2003, p 95) provide a comprehensive description of the term: It is the production of ideas, problem-solving plans, plans, works of art, musical compositions, sculptures, dance routines, poems, novels, essays, designs, theories, or devices that at the lowest level are new and valuable to the creator and at the highest level are recognized, embraced and honored or valued by the entire or large segments of society. Creative output

may be recognized and beneficial at any level, but it is always fresh, innovative, or distinctive in a defined context between the lowest and highest levels." Several studies have identified substantial disparities in the amount of creative thinking displayed by students in classes within a school, demonstrating the relationship between the local classroom environment and a student's ability to think outside of the box. Students' creativity seems to be restricted by some frequent classroom settings and tasks (e.g., tests), whereas activities presented in a "permissive and gamelike form" (p. 671) appear to unleash creativity, according to the results.

There are three aspects of one's self-worth.

Despite the fact that, according to Brown (2000, p. 145), "Self-esteem is perhaps the most widespread element of human conduct," It is self-esteem, as defined by Carver et al. (1994), that reflects one's evaluation of oneself. Raffini (1996) and others have claimed that kids with high self-esteem are more likely to succeed in school because they have a better grasp of their objectives and long-term goals. Although the exact methods by which vanity enhances learning have been debated, Ronald L. Partin (2009) said that students generally acknowledge that intentionally planned interventions will increase people's vanity and that self-esteem may also be modified by the individual's self-regulation. So, it's no surprise that an entire industry has sprung up, especially in the United States, to discover methods to boost children's (and adults', to a lesser degree) self-esteem, with a variety of books produced on practical ways to do this. For example, a quick search on Amazon's online bookstore turned up over 1,000 items devoted just to vanity, the majority of which come under the "100 Ways to Build Your Self-Esteem" category.

Chapter Two

Research Methodology

Chapter Two

Research Methodology

II.1 Introduction

While the first chapter is concerned with describing the research topic and giving the reader an idea about the current study which presents an exploration of teacher's personality and its effects on student's achievements and personality, through synthesizing previous perspectives from previous studies. This chapter offers an overview presentation and description of the different methods, strategies and procedures used to conduct the research by shedding the light on the practical phase of this scientific study. In order to make this research more logical, valid, explicit and easily understood, this present chapter displays an explanation of the research methodology and methods used in gathering the data which are: questionnaire to both teachers and pupils and a behavioral observation. In addition, it provides details about how data are collected, what data collection instruments and procedures are used in conducting this scientific investigation and why they were chosen, who the participants are the objective of the study, as well as identifying and justifying the data analysis chosen methods.

II.2 What is Research

Research is a truth finding journey done through an organized scientific investigation in order to solve problems, test hypotheses, develop or invent new product, it can also describe a careful, systematic, logical, patient investigation and scientific study in a specific field of knowledge, hunting for truth or facts about a subject, or finding logical solution for some specific problem. Ranjit Kumar defines research as “a scientific activity undertaken to establish something, a fact, a theory, a principal or an application”. Research for him is a way of thinking.

Research is to go around and explore.

According to the American sociologist Earl Robert Baddie, Research is “ a systematic inquiry to describe, explain, predict, and control the observed phenomenon , it involves inductive methods”, while Merriam Webster Dictionary defines the word “Research” in an expanded and details ways: the collecting of information about a particular subject , a careful

or diligent search , and a studious inquiry, examination , investigation, or experimentation aimed at the discovery and interpretation of facts, revision of old accepted theories or laws in the light of new fact, or practical application of such new or revised theories or studies.

II.3 Research methodology and research methods

A good researcher should be disciplined and responsible in order to conduct a scientific investigation due to the systematic nature of research. During the journey of investigating, the researcher should adopt research methodology to organize and facilitate his work, and he/ She should follow the right research method that suits the type and the nature of the conducted investigation, thereby he/ she should follow certain steps that are logical in order, in order to understand the research topic problem and work in a systematic organized way.

While most people may think that methodology and methods are synonyms, both have the same meaning, it is necessary to know the difference between the two terms especially when conducting and documenting a research.

The difference between Research methodology and Research methods needs to be well understood.

II.3.1 Research methodology

Research methodology is the wide philosophical and theoretical framework within which particular research is conducted, it presents an overall outline of the research study, in other words, methodology encompasses a huge broad term about explaining, investigating, justifying, reasoning and proving different methods adopted and followed when conducting the research.

Research methodology reflects the theories that underline any research study, it is the form or the manner of finding the evident answers to the research questions and the right solution to the research problem by guiding the researcher and controlling how he /she proceed and his /her chosen ways when collecting knowledge, analyze date and confirm results.

Research methodology refers to how reality, evidence, validity reliability and logic are valued in the process of gaining helpful knowledge through research.

II.3.2 Research methodology

Research methods are all the methods , techniques , tools , ways , procedures , instruments and processes that a researcher choose to follow while managing and carrying on a research , which are used at all levels of the scientific study for obtaining , collecting and analyzing data and solving the research problem methods are more used for the action and practical part of research which characterize the process of systematically collect and analyze data and assess information in order to solve the research problem and find evident results.

Research methods include for instance: questionnaires, observations, interviews, surveys...

Research methods purpose is to find solution to a specific research problem, that is why it is considered as an essential part of the research methodology which fits in its huge framework.

Methodology and methods are two terms which complete each other and work side by side in any scientific study to maintain the organized and systematic nature of research.

Research methodology can be described as the constitution of a research and the research methods are the laws and the rules among the constitution.

II.4 The importance of learning and knowing about Research methodology and Research methods

Learning about why and how to do a research can be considered as training the learner to be a good researcher, teaching him / her about the methodology if conducting a scientific study will facilitate his / her future participation in the field of research if it is required. Research methodology is presented as an educational module and taught in the majority of educational institutions and universities in many specialties such as: marketing research, health, nursing, library studies, education, pharmaceutical sciences, biology science, social work, medical studies... . It is important to teach and learn how and what to do to collect the appropriate suitable data to the research topic through following systematic organized steps in order to prove correct knowledge, evident results and logical solutions, due to the necessity of selecting the right research method in conducting a systematic scientific investigation, in order to:

- Test hypothesis.
- Explore and gain new knowledge.

- Examine the relationship between variables.
- Validate or disprove some rules or theories.
- Explain why the researcher undertakes a particular research study.
- Explain why a special research method has been used.
- Show what types of data are collected during conducting a research.
- Demonstrate and clarify why data analysis technique or procedure was used.

II.5 Qualitative VS quantitative Research methods

Why conducting any type of research, the investigator needs to gather information either by talking to people (ask them question, interview them...), observe people and situations, or count things.

In order to organize the research process and work effectively, there are two main approaches to adopt, the qualitative approach and the quantitative approach. The first one is concerned with describing one or more qualities in some situations or phenomena such as exploring how people think or feel about a particular situation, subject, behavior, attitudes or objects. According to Stuart MacDonald and Nicola Headlam « qualitative Research method is concerned with a quality of information; qualitative methods attempt to gain an understanding of the underlying reasons and motivations for actions and establish how people interpret their experiences and the world around them. Qualitative methods provide insights into the setting of a problem, generating ideas and / or hypotheses ».

Qualitative approach can be adopted when studying a topic related to opinion, attitudes kind type and quality.

On the other hand, quantitative approach focuses on the measurement of amount, statistics and quantity.

This method can also measure attitudes, performance, how people think or feel about some situation or how they behave using statistical measurement through counting data and analyzing information by using numbers and providing results in percentages that can be interpreted and translated to graphs to be finally easy to read and understand. According to Stuart Mac Donald and Nicola Headlam « quantitative research method is as its name

suggests, it is concerned with trying to quantify things; it asks questions such “how long “, “how many “, or “the degree to which “. Quantitative methods look to quantify data and generalize results from a sample of the population of interest. They may look to measure the incidence of various views and opinions in a chosen sample for example or aggregate results.

A table of Stuart Mac Donald and Nicola Headlam showing the difference between qualitative and quantitative Research approaches

| | Quantitative | qualitative |
|--------------------------|--|--|
| Aim | The aim is to count things in An attempt to explain what is Observed. | The aim is a complete, detailed Description of what is observed. |
| Purpose | Generalisability,prediction, causal , explanations | Contesxtualisation , interpretation , understanding perspectives |
| Tools | Researcher uses tools, such as surveys, to collect numerical data | Researcher is the data gathering instrument |
| Data collection | Structured | Unstructured |
| Output | Data is in the form of numbers And statistics | Data is in the form of words, pictures of objects |
| Sample | Usually a large number of cases representing the population of interest.Randomly selected respondents | Usually a small number of non- representative cases. Respondents selected on their experience |
| Objective/ Subjective | Objective- seeks precise Measurement and analysis | Subjective- individuals interpretation of events is important |
| Researcher role | Researcher tends to remain objectively separated from | Researcher tends to become subjectively immersed in the |

| | | |
|----------|--------------------|----------------|
| | the subject matter | subject matter |
| analysis | Statistical | Interpretive |

II.6 Research questions

This investigation is conducted for purpose of answering three particular questions:

- 1- Can the effect of the tutor's personality on students go beyond the academic context?
- 2- What are the aspects of this effect?
- 3- What are the qualities of a good teacher?

II.7 The objectives of the study

The current study was conducted for the aim of exploring the effects of teachers personality on the personality and achievement of pupils at Daham Habib middle school at Tiaret. This study intends to shed the light on the effect of teacher's personality on pupil's achievement and personality in order to highlight and value the important role of teacher's behavior in front of their students, it is interesting to study such an important subject that matters a lot and contributes to determine the personality and the educative and educational level of the rising generation.

For the purpose of exploring what can motivate or demotivate middle school pupils, and exploring how can the teacher's personality affect pupil's personality and achievement. while it is noticeable that a great number of teachers do not make efforts to control their actions. We have chosen the second-year middle school pupils at Daham Habib middle school, because they are more likely to be affected by the personality and how they get treated by their teachers due to their young age and lack of experience.

The main objective in this investigation is to identify in what way and at what extent can the teacher's actions and behaviors affect the pupils, and the aspects of this effect, through getting teacher 's and pupil's perspectives and opinions toward the given subject, then try to suggest the qualities and the strategies that the teacher has to embody.

II.8 Research design

For the aim of highlighting the importance of teacher's role in developing the pupils personality and affecting their educational level and achievement. We conducted this study and adopted an exploratory research methodology in order to investigate and examine teacher's and people's perspectives and opinions about the effect of teacher's personality on students' achievement and personality.

In this research, data was primarily collected due to lack of references and the limited resources. Nicholas Walliman, in his book « Research Methods, The Basics » claims that »primary data can provide information about virtually and facet of our life and surroundings ».

In order to collect as much necessary data as possible, this study required the application of a mixed research method, where both quantitative and qualitative research methods are used in order to ensure the compensation of any limitation and balance between the strengths and weaknesses of the two different types of data collection methods. This research approach allows the description and un covering of the relationship between the diverse variables that exists among the research subject, and helps to explore the different perspectives of the research chosen sample.

For the same purpose, both quantitative and qualitative research methods were used. In the process of collecting quantitative data, two structured questionnaires were distributed to both teachers and second year pupils at Daham Habib middle school at Tiaret, and for the collection of qualitative data, a behavioral observation was conducted in person.

II.9 Research setting

Daham Habib middle school was a suitable place to carry out this research, it is located in Tiaret city, Algeria.

This study was conducted with the collaboration of teachers working at that school and second year pupils studying there, during the Academic year 2022/2023.

A behavioral observation was done in person through watching and recording the pupil's behavior in the classroom all over the academic year. The aim of this investigation necessitate the use of a second research tool which is the questionnaire, two questionnaires

were distributed to both teachers and second year pupils at Daham Habib middle school after explaining the discussed subject to them, during the month of March.

This study took place at Daham Habib middle school, because it provides a suitable location to obtain the research objectives due to the facility and capability of meeting both teachers and pupils of this school. This study was conducted under this context when both teachers and pupils at Daham Habib middle school accepted and agreed to take part of the research and got ready to collaborate and help in the process of collecting primary data, supplied the study with significant knowledge and suggestive information that can help in finding solutions to the research problem through answering the research questions.

II.9.1 Sampling

Nicholas Walliman identifies sampling as " the process of selecting just a small group of cases from out of a large group". Choosing the appropriate participants to work with during the research process can contribute to fulfill the conducted study. In order to reach valid and evident result, it is important to select the exact participants that fit and serve the research objectives.

In an attempt to explore the effect of teacher's personality and for the purpose of examining the research hypothesis, this research required the collaboration of one hundred second year pupils at Daham Habib middle school who agreed to be a part of this study through giving their opinions about the effect of teachers on their personality and achievement by answering the given questionnaire that was distributed to them, the choice of this second year pupils was based on the fact that the researcher is one of their teachers, so he can easily communicate to them and hand them the questionnaire after explaining the research subject, and he can easily observe and record their behavior in the classroom during the whole academic year.

The study also concerned teachers working at the same middle school. It involved 20 teachers, they are teaching different modules, their teaching experience varies, they were chosen to be participants in this research because they teach young unexperienced pupils who are more likely to be affected by the teacher's behavior and actions in the classroom, they are also aware of their pupils' personalities and achievements.

II.9.2 Data collection instruments

In order to obtain the research objectives which are represented in exploring the effect of teacher's personality, to find logic, valid and evident answers to the research questions, to examine at what extent the research hypotheses are acceptable and finally suggest some strategies and qualities that a good teacher should represent and embody; this investigation adopted both qualitative and quantitative research techniques. For the quantitative approach, two structured questionnaires were used as a tool of data collection. We have distributed a structured questionnaire that consists of twelve questions relative to the study subject, to one hundred second year pupils at Daham Habib middle school, and in order to cover all the study aspects and combine the pupil's opinions about the impact of teacher's personality on pupils achievement and personality, with their teachers' perspectives concerning the same subject, it was necessary to prepare another questionnaire that involves ten questions and distributed it to ten teachers at Daham Habib middle school. Besides, for the qualitative approach, the researcher conducted a behavioral observation, when the researcher watched and recorded one hundred second year pupils' behaviour in the classroom at Daham Habib middle school.

II.9.3 The questionnaire

When conducting this investigation, the first data collection tool was the questionnaire, which is the most common data collection tool that is mostly used in scientific research.

Nicholas Walliman defines the questionnaire as "a particularly suitable tool for gaining quantitative data but can also be used for qualitative data". He claims that "asking questions is an obvious method of collecting both quantitative and qualitative information from people".

According to him, using the questionnaire as a tool to gather data, can provide the researcher with many benefits:

- It enables the researcher to organize the questions and receive replies without actually having to talk to every respondent.
- It is a very flexible method.
- It has the advantages of having a structured format.

- It is easy and convenient for respondents.
- It is cheap and quick to administer to administer to a large number of cases.

II.10 Description of the pupils questionnaire

Question 1: is a multiple-choice question that aims at exploring to what extent the pupil is enjoying the learning process at this school.

Question 2: is also multiple choice question, that aims at knowing if the pupil feels safe inside the classroom.

Question 3: it aims at checking up on the happiness of the pupil inside the classroom.

Question 4: it seeks to examine if the pupil has the courage to ask for his rights, if he cannot demand his rights, there is a sub question that aims at identifying the reason behind that.

Question 5: it looks into pupils comfort when dealing with their teacher about his mistakes during the lesson explanation and identifying the reason behind their comfort or discomfort.

Question 6: it is an open-ended question that gives space for pupils to express their feelings about how their teacher treat them.

Question 7: it attempts to determine what pupils do not like inside the classroom?

Question 8: it seeks to know what kind of reaction does the pupil reacts if his teacher has bias towards other pupils.

Question 9: it seeks also to explore the pupil's reaction if his teacher ignores him during the participation.

Question 10: it intends to figure out if the pupil started to hate his / her teacher, would he hate the entire module, or he would not mix his feeling with his academic performance.

Question 11: it is the opposite of the previous question, it attempts to figure out if the pupil feels that his teacher hates him or do not like him, would this encourage him to get higher grades or would he lose his confidence about his educational level.

Question 12: it is an open-ended question that gives space to the pupil to express at what extent his teacher helps him in the process of obtaining his objectives and developing some strategies to guide him.

II.11 Description of the teacher's questionnaire

Question 1: it is an open-ended question that investigates the opinion of teachers towards other bias and how that can affect the pupils achievement and personality.

Question 2: it is a close-ended question that aims at examine the teacher patience when dealing with pupils that are slow in comprehension.

Question 3: it seeks to know about teacher correctness and how he / she expresses his anxiousness during stress moments.

Question 4: it attempts to explore at what extent can the teacher control his / her actions during doing his job, when he / she going through hard times.

Question 5: it aims to explore the teacher's maturity and at what extent he / she considers the pupils feelings.

Question 6: it highlights the teacher's role of encouraging intermediate pupils.

Question 7: it aims at explore the teacher's opinion about the communication between the teacher and the pupils concerning their goals and obstacles.

Question 8: it is an open-ended question that looks for teacher's reaction and opinions toward pupils verbal punishment.

Question 9: it aims at knowing if teachers care about doing their job completely and correctly and the way they treat their pupils when demanding their rights.

Question 10: it at temps to determine the teacher's acceptance of making mistakes and his / her pupils correction of his / her mistakes.

II.12 The observation

According to Nicholas Walliman, "Observation is a basic data collecting activity for many branches of research, for example observing the behavior of models, it is also useful in the social sciences where people and their activities are studied. Observation can record how people react to questions, and whether they act differently to what they say or intend, they can sometimes demonstrate their understanding of a process better by their actions than by verbally explaining their knowledge", this data collection tool can be used to record and collect both primary qualitative and quantitative data.

In our case, and in order to obtain logic and valid results a behavioral observation was conducted in person, according to John M. Hintze” behavioral observation is one of the most widely used assessment strategies in schools. Given to its flexibility and ease of use, its procedure can be used to collect a range of data that provide helpful information and are useful for making a variety of psychoeducational decisions.

II.12.1 Description of the behavioral observation

In addition to pupils and teacher’s questionnaires, a behavioral classroom observation was used as a second data collecting tool, due to the exploratory nature of this investigation. The behavioral observation was conducted in person by the researcher, in order to explore the effect of teacher’s personality on pupils achievement and personality. The researcher conducted this behavioral observation on one hundred-second year pupils from Daham Habib middle school during the academic year 2022/2023, attempting to explore the real actions and behavior of pupils towards teacher’s behavior inside the classroom.

The researcher observes the pupils behavior inside the classroom through watching them carefully and analyzing their behavior and notice the way they react to the teacher’s interactions, then, in order to preserve their observable behavior and use it later as a participant’s contribution, he recorded some of their significant behavior in the classroom.

The researcher chose to conduct a behavioral observation to collect real and evident data about the study subject, to explore exactly what happens inside the classroom between pupils and their teachers, to highlights the teacher- pupil relationship and to carefully watch the natural behavior and reactions of both teachers and pupils.

When conducting this investigation, the researcher focused most on watching and recording the real, natural relationship between the teacher and his / her pupils and how she / he can affect them, trying to specifically provide the research with a characterization and a clear image of the real educational environment where the pupils practice their studies at this middle school.

II.13 Conclusion

The aim of this chapter was to determine the outline of the research methodology and methods followed in the process of conducting this research. It provides a discussion of an overview of the research methodology and research methods, it provides definitions and

clarifications of some terms, and it focuses most on highlighting the main elements and steps that guided the conducting of this study, such as: the objectives of the study, the context, the methods, the data collection tools, the setting, the participants.

The next chapter will aim at providing the study results after analyzing and discussing the outcome of the used methodology that was described in this chapter.

Chapter three

Data Analysis

Chapter three

Data Analysis

III.1 Introduction

While the first chapter presented the theoretical part of this study, where the researcher focuses on reviewing the literature to provide the readers with a general view about what other researchers and specialists claim about the subject under investigation in previous studies and the second chapter presented the practical part, where the researcher seeks to mention and clarify the research methodology and steps that were used and followed throughout conducting this scientific study in order to collect the exact needed data to obtain the research objectives. In this chapter, the researcher attempts to describe, analyze, and interpret the gathered data from both teachers and learners using the two questionnaires and a classroom behavioral observation, this collected information will be presented as statistics through tabular formats, and analyzed by the researcher in order to highlight the final results by exposing the important findings that were noticed throughout the exploration of the effect of teacher's personality on learners achievements and personality. Finally, this chapter is concluded by highlighting the limitations that encountered the researcher and mentioning some recommendations for teachers.

III.2 Data Analysis Process

In order to obtain the research aims, two research instruments have been used for collecting data during conducting this investigation, two questionnaires: one for learners and another one addressed to teachers, and a classroom behavioral observation was conducted in person by the researcher.

III.2.1 The Analysis of Learners' Questionnaire

This section presents the analysis of the results taken from second year learners at Daham Habib middle school concerning the impact of their teacher's personality on their achievements and personality.

III.2.2 A-Section One: Examining Learners' Attitude

In the first part of the learner's questionnaire, we designed three questions that aim at finding out the learners' attitude about studying at this school, if they feel safe, happy, and if they enjoy learning and studying at this school.

III.2.2.1 Question 1: How easy and enjoyable is it to study at this school?

Table 1 : Learner's opinions about the study at this school

| Option | Number | Percentage |
|----------------------|--------|------------|
| Very enjoyable | 81 | 81 % |
| Not so enjoyable | 14 | 14% |
| Not enjoyable at all | 05 | 05% |

From the table above, it is noticeable that most of the pupils (81%.) enjoy studying at this school, while 14% of them feel that it is not so enjoyable to study at this school, conversely, very few of them (5%) we are not enjoying their studies at this school.

III.2.2.2 Question 02: How safe do you feel inside the classroom?

Table 2 : Examining the pupils' safety falling inside the classroom.

| Option | Number | Percentage |
|-----------------|--------|------------|
| Very safe | 71 | 71 % |
| Not so safe | 21 | 21% |
| Not safe at all | 08 | 08% |

The majority of the sample representing (71%) feels safe inside the classroom, whereas (21%) of them do not feel so. The rest representing (8%) claims that they do not feel safe at all.

The responses to these two questions show that this school provides its learners with a safe and inviting environment, which may make the process of learning more enjoyable for them.

III.2.2.3 Question 3: How Happy are you when you are inside the classroom?**Table 3 :** Questioning the learners' happiness inside the classroom

| Option | Number | Percentage |
|------------------|--------|------------|
| Very Happy | 73 | 73 % |
| Not so Happy | 22 | 22% |
| Not Happy at all | 05 | 05% |

The majority of learners (73%) feels happy when they are inside the classroom, while 22.1% of them do not feel so, and just 5% of them do not feel unhappy.

After doing an analysis of the comments given by the participants, we came to the conclusion that providing an environment in which learners feel secure and content has the ability to influence their attitudes in ways that extend beyond the scope of academics.

III.2.3 Section trio: Exploring learners' opinions, reactions, interactions, towards their teacher's behavior

The aim of the nine questions presented in this part of the questionnaire is to know about: the pupils reactions and interactions towards teachers' behavior and actions inside the classroom, their opinions about how their teachers treat them, and how this affect their feelings, and finally examining the impact of this treatment on both academic and psychological sides, and the way pupils express their needs, manage and handle their feelings towards their teachers.

III.2.3.1 Question 01: whenever you cannot understand a part of a lesson, do you ask your teacher to repeat his explanation, or you just choose to remain silent?**Table 4 :** Exploring how learners express their needs

| Option | Number | Percentage |
|---|--------|------------|
| I ask my teacher to re-explain | 72 | 72 % |
| No, I cannot ask him to re-explain | 22 | 22% |

The results show that the majority of the learners (72%) choose to ask their teacher to re-explain what it is unclear/ ambiguous, whereas (28%) of them choose to remain silent and do not dare to ask.

If you choose to be silent, is it out of:

Table 5 : The reasons behind the silence of the learners

| Option | Number | Percentage |
|--|--------|------------|
| I am afraid of my teacher's reaction | 22 | 78,57 % |
| I asked my teacher before but he refuses to re-explain | 2 | 7,14% |
| I asked my teacher before but he ignored me | 2 | 7,14% |
| I asked my teacher before but he insulted me in front of My friends | 2 | 7,14% |

From the statistical data, 22 learners choose to remain silent because they are afraid of their teacher's negative reaction representing (78,57%), while just two learners (7,14%) claim that they asked their teacher before and she/he refuses to re-explain. Similarly, to previous percentage, two learners dare not ask their teacher to re-explain out of his/her ignorance. Two other learners with the same percentage prefer to remain silent in order to avoid teacher's humiliation.

As a result of looking at the statistics, it has become abundantly evident that there are a range of factors contributing to the possibility that learners would not assert their demands and rights. The majority of learners struggle to comprehend the material because they are afraid of being ignored, rejected, or humiliated by their instructors.

III.2.3.2 Question 02: If your teacher makes a mistake during his /her explanation of a lesson can you let him /her aware that she/he made that mistake?

Table 6 : Exploring the pupils, reaction to a teacher's mistake

| Option | Number | Percentage |
|---|--------|------------|
| Yes, sometimes, I even correct his mistakes | 75 | 75 % |
| No, this is impossible | 25 | 25% |

The majority of pupils (75%) choose to tell their teacher about the mistake, while (25%) of them claims that this is impossible for them to do.

If you choose no. Why?

Six of the learners in our sample did not respond to this inquiry; nevertheless, the other participants provided a wide range of responses to this open-ended question. These responses include the items listed below:

One of the students claims that their instructor has never embarrassed them by making a mistake in front of them.

It is possible that pupils' low levels of self-confidence are to blame for the fact that the majority of children reported that they are unable to interrupt their instructor because they believe that they may be incorrect and that their teacher did not make any errors.

A significant number of kids are petrified of the response that their instructor will give them. Some of them assert that if they pointed out errors made by their instructor, the instructor would tell them "It does not matter."

There are some students who admit that they have a problem speaking in public. The findings indicate that some educators do not accept the fact that they are capable of making mistakes. We are able to observe this phenomenon by observing how the interactions of students within the classroom can be influenced both by the responses of teachers and by the characteristics of the students themselves, such as shyness and a lack of self-confidence.

III.2.3.3 Question 03: In the future, if you become a teacher, would you treat your pupils the same way your teacher treats you?

Table 7 : Pupils opinions about how their teachers treat them

| Option | Number | Percentage |
|--------|--------|------------|
| Yes | 61 | 61 % |
| No | 39 | 39% |

The majority of the pupils (61%) choose to treat their future pupils the same way their teachers are treating them now! while (39%) of them choose to not treat their future pupils the same way their teachers are treating them now, for several reasons such as:

The response that follows is an illustration of how one participant might answer this question. When a student says to their instructor, "I hope I won't have to live in Algeria in the

future," this may be a clue that the learner is having difficulty adjusting to life in Algeria for reasons that are not specifically stated.

It is abundantly evident to us that the pupils are being mistreated by their professors based on the statements made by the learners about how they are unable to ignore or overlook other students in front of their classmates.

Some professors remark that they will treat their students properly because they are not their opponents, which is an understandable sentiment given that mistreating students can give them the impression that the teacher views them as competitors.

As a consequence of this, some educators have decided that they will not treat their pupils in the same way that they were treated by the educators who were responsible for their education.

Some people are advocating for changes to be made in order to prevent students from feeling embarrassed.

Certain students get the impression that some of their professors are pretentious and do not treat all of their classmates in the same manner. They are treated by teachers in such a way that they no longer feel the way they do right now; on the other side, one student makes a pledge that they will penalize other students who treat teachers in an abusive manner. Future teachers are currently students who have been mistreated by their teachers and who can respond in a variety of ways. Some of these students will avoid hurting others and will avoid reliving the bad feelings they felt in the past, while others may be negatively affected and become people who enjoy being a bully and who enjoy hurting others.

III.2.3.4 Question 04: If you could change one thing in the class, what would it be?

Table 8 : What pupils want to change in the class

| Option | Number | Percentage |
|---------------------------|--------|------------|
| Some teachers | 14 | 14 % |
| How teachers treat pupils | 81 | 81% |
| The way of teaching | 05 | 5% |

The majority of participants (81%) want to change the way how their teachers. treat them, and this shows that they are not comfortable, with this treatment, while (14%) of them want to change some teachers and this means just that they can hate them and they are – respect with them, and 5% of our sample have problems with the way of teaching.

Following an analysis of these reactions, one gets to the realization that the manner in which students are treated matters more than the teaching competence of the instructor.

III.2.3.5 Question 05: If one of your teachers has bias towards some pupils and ignores the others, how would you react?

Table 9 : Participants' reactions to teacher's bias

| Option | Number | Percentage |
|--|--------|------------|
| I do not care | 18 | 18 % |
| This encourages me to work harder and get better results | 67 | 67% |
| I lost my self-confidence and hate the whole module | 15 | 15% |

The majority of pupils (67%) claim that teacher's bias towards other pupils can encourage them to work harder, this can be for attracting their teacher's attention on due to their strong personality, (18%) of our simple do not care about teacher's bios, while (15%) still be affected by this misbehavior and lost self Confidence and hate the entire module.

When learners lose their self-confidence as a direct result of their teacher's bias toward other students, this can have a severe influence not only on their academic performance but also on their personalities. Teacher bias can also have a negative impact on the academic performance of learners.

III.2.3.6 Question 06: During the participation of your teacher ignores your several times, how would you react?

Table 10 : How pupils react when their teacher ignores them!

| Option | Number | Percentage |
|---|--------|------------|
| I keep participating | 27 | 27% |
| I feel disappointed and never participate again | 73 | 73% |

From the table above it is noticeable that the majority of pupils (73%) will feel disappointed and never and never participate again if their teacher ignores them when participating, while 27% of them will keep participating.

III.2.3.7 Question 07: If you feel that you hate your teacher, what would you do?**Table 11** : How pupils manage their feelings toward teachers.

| Option | Number | Percentage |
|---|--------|------------|
| I hate the entire module | 81 | 81% |
| I do not mix between my studies and my feelings | 19 | 19% |

The majority of pupils (81%) will hate the entire module if they hate that their teacher, while (19%) of them choose to not mix between their feeling and their academic performance

The perspective that learners have of their instructors is an important factor in how effectively they learn, and it may even influence how motivated they are to acquire new information.

III.2.3.8 Question 08: If you feel that your teacher hates you, that How Would you react?**Table 12** : Pupils reaction to their teachers hate

| Option | Number | Percentage |
|--|--------|------------|
| I lost my confidence in my educational level | 66 | 66% |
| This encourages me to get higher grades | 34 | 34% |

The majority of pupils (66%) lost their confidence in their educational level if they feel hated by their teacher, while 34% claim that this can encourage them to get higher grades.

A lack of confidence in the educational system can be detrimental to the mental health of the learner, their sense of self-confidence, and even their desire to learn new things.

III.2.3.9 Question 9: Does your teacher guide you in defining your personal goals and developing strategies to achieve these goals? Explain

The vast majority of learners offer responses to this open-ended question, and the majority of those responses claim that their teachers assist them in achieving their goals by providing them with essential strategies to do so, as well as by offering advice along the lines of "make yourself and your parents happy."

In light of the findings of this investigation, it is clear that the vast majority of educators encourages and directs their students toward the achievement of their objectives.

III.2.4 The analysis of Teacher's questionnaire

Question 1: During your educational career, have you noticed teachers having gender bias or bias towards good and more qualified pupils. In your opinion, what is the effect of this behavior on the psychology and the academic achievement of less- qualified pupils?

They all assert that they have seen this behavior, and in response to this question with multiple possible answers, they offer a wide variety of perspectives.

According to the opinions of many lecturers, students' academic performance can suffer when they get disinterested in participating in class activities and even develop an aversion to either their instructor or the module they are studying.

Other instructors will answer by saying, "Yes, but I don't do that because it affects the psychology of the students and can cause them to develop a psychological complex by causing them to lose their self-esteem and self-confidence."

- During the past few years, a number of educators have stated that better-qualified students are physically closer to the teacher, that bias might drive students to work harder, and that it can incite competitiveness among students.

- As a result of bias in the classroom, students' feelings are wounded, and their self-confidence and self-esteem are lowered, as the findings of this study have showed. [Citation needed] [Citation needed] Based on this investigation, we have determined that the majority of educators do not take into account the possibility that it would lead to a decline in the kids' academic performance. This is in addition to the moral problems that it causes. care about the emotions of students, and there are even some that encourage this kind of conduct among the student body.

Question 2: If there is a slow-understanding pupil, who belongs to your class would you explain to him according to his level of comprehension?

Table 13 : Teacher's consideration of their pupils different levels of understanding

| Option | Number | Percentage |
|--|--------|------------|
| Yes,I would explain to him slowly and patiently | 17 | 85% |
| No, if he does not keep up with the understanding's pace of his colleagues, he should go to a special school . | 3 | 15% |

17 teachers (85%) choose to explain shortly and, patiently, while 03 of them (15%) claim that if the pupil does not keep up with his colleagues, he should go to another special school.

The results show that the majority of teachers take in Consideration their pupils' different levels.

Question 3: when the inspector visits you, Do you, show your stress feeling in front of your pupils, and do your change the way of treating them, and your explanation methods?

Table 14 : Teacher's reaction to the inspector Visit

| Option | Number | Percentage |
|--|--------|------------|
| Yes, because of stress | 0 | 0% |
| No, I continue teaching in the same way, and I do not show my tension feeling. | 20 | 100% |

All teachers claim that when the inspector comes to visit them during doing their work, they continue teaching in the same way.

In light of the responses, it is possible to draw the conclusion that the majority of instructors are able to control their feelings of worry and nervousness because they do not change the way in which they explain things to their pupils or the way in which they interact with them.

Question 04: The teacher is just a human being, who is exposed to daily problems. As a teacher, do you let your personal problems affect your teaching performance?

Table 15 : Teachers stress control during work

| Option | Number | Percentage |
|---|--------|------------|
| I, do not let my problems affect my work | 14 | 70% |
| Yes, sometimes, unintentionally because of the pressure | 6 | 30% |

The majority of teachers (70%) claim that they do not let their problems affect their teaching process, however 6 teachers from our sample (30%) still unintentionally let their problems affect their teaching performance.

According to these data, it is abundantly obvious that some instructors are attempting to balance the demands of their personal life and concerns with those of their professional

responsibilities. Some educators don't have the necessary level of responsibility for their jobs, but they blame the high levels of pressure and stress they experience as an excuse for their irresponsible behavior. Teaching is a noble profession that calls for a great deal of accountability.

Question 05: Usually, do you ask your pupils about parent's jobs ?

Table 16 : Testing the teachers' care about pupils' feelings

| Option | Number | Percentage |
|----------------|--------|------------|
| Yes, sometimes | 6 | 30% |
| No, never | 13 | 65% |

One teacher (15%) from our sample claims that usually he / She does not ask them this kind of question, but sometimes he/ She does, when they deal with a lesson about jobs, while 13 teachers (65%) claim that they rest 6 teachers respond to this question by using yes.

From the table above, it is noticeable that most teachers are mentally mature and they do care about pupils feelings

Question 06 : Do you encourage your pupils with average level to achieve good results ?

Table 17 : Teachers' support for pupils

| Option | Number | Percentage |
|-------------------------|--------|------------|
| Yes | 20 | 100% |
| No, due to lack of time | 0 | 0% |

All of our sample choose to encourage the pupils to achieve good results.

The results show that most teachers are supportive to their pupils by to encouraging! them to get better results.

Question 07 : Do you make time to communicate with your pupils about their goals and problems

Table 18 : Exploring the teacher-pupils communication

| Option | Number | Percentage |
|--------------------------------------|--------|------------|
| Yes | 13 | 65% |
| No, this is not included into my job | 07 | 35% |

The majority of the sample (65) claim that they do make time for communicating with pupils about their goals and problems, while 35% of the sample claim that communication about pupils' goals and problems is not included into their job.

The straightforward percentage of 35 percent should be enough to make educators happy. If teachers don't talk to their pupils about their educational aspirations and difficulties, it could have a detrimental effect on how well those students do in school.

Question 08: when one of your pupils makes a mistake or a riot, do you say insulting words to him of in front of his colleagues?

Educators have a lot to say in answer to this open-ended question that was asked. The vast majority of educators will readily admit that they have feelings of fury when one of their students makes a serious mistake; however, they will refrain from using language that is disrespectful because it is the responsibility of the educator to educate before educating.

A relatively small number of teachers believe that the exact mistake that the student is doing is the most important factor to consider. It is possible to draw the conclusion from these findings that the majority of instructors do not use offensive language when disciplining their students because they believe that the primary responsibility of a teacher is to educate their students.

Questions 09: when your pupils ask you to re-explain; what Would you do?

Table 19 : Teacher's reaction when a pupil demand for a se explanation

| Option | Number | Percentage |
|---|--------|------------|
| I will gladly explain again, because it is their right | 18 | 90% |
| i-re-explain, but I show anger | 02 | 10% |
| I ignore the pupil who asked and he/she does not understand quickly | 0 | 0% |

The majority of the sample (90%.) choose to gladly re-explain because those teachers believe that re-explanation is a pupil's right, while 10% of teachers choose to re-explain but with anger.

The fact that the majority of teachers are willing to re-explain concepts to their charges in the event that it is deemed essential is evidence that they are making every effort to convey information to the kids in their care in the most efficient manner.

Question 10: If you make a mistake while explaining a lesson would "you accept pupils' correction of your mistake?

Table 20 : Teacher's acceptance of pupils ' correcting their mistakes

| Option | Number | Percentage |
|--------|--------|------------|
| Yes | 18 | 90% |
| No | 1 | 5% |

One teacher (5%) claims that he / She prepares the lessons well to avoid making mistakes, while the majority of teachers (90%) accept that their pupils correct their mistakes, However the last one teacher (5%) claims that he /She do not accept this.

The majority of instructors appear to be aware that they are, in fact, human beings and that they are susceptible to making mistakes, as well as that they actually do make mistakes. in addition, they are assured that their pupils will correct these misunderstandings.

III.3 Classroom observation:

Class: 2 AM

Sequence 01: Me , My friends and my family

Duration: 1h

Objective: learners will be able to talk about their and others' activities using present continuous.

The teacher greets his learners.

Learners greets him back.

Teacher makes a quick review about the verb to be.

Learners interact with him The teacher presents the following input.

The teacher asks two learners to read the input, then asks them o highlight the subjects and verbs, and invites them to underline them on the board.

Learners : I /we / It/ My mother/My father

Am/is raining/is cooking/ is not watching

Isolation: The teacher isolates the target structure

- My mother is cooking couscous in the kitchen. - My father is not watching a film. - My brothers are playing video games.

The teacher clarifies that we use the auxiliary (to be) in the present simple + the main verb to express action in progress now.

The teacher uses hand gestures to explain the meaning of at the moment and now.

The teacher elicits the rule from the learners.

Learners : Present continuous : Positive: to be (am, is, are) + verb stem + ing / Negative : to be (am,is,are)+not+verb stem+ing.

Guided practice (oral) : The teacher writes three sentences on the board, and asks the learners to correct the verbs.

Task : order the following words to get meaningful sentences.

Learners answer and share their answers.

Task : put the verbs between brackets in the present continuous (context)

At the moment, I am in school. We(to study) English. I like English. Therefore, I..... (to listen) attentively to my teacher.. My friend Ahmed (not/to study) today.

III.4 Analysis

It would appear that the instructor is the one who kicks off the discourse with his pupils. As a direct consequence of this, children exhibit higher levels of motivation and a greater desire to take part in social events and group projects. Every student in a class report to the teacher first and foremost if they have questions or concerns regarding the material being covered. However, the educator does so in a way that can be easily understood and within a setting that is supportive of the CBA technique. In order to make grammatical decisions that are acceptable, one must take into account the context of the conversation as well as the purpose of the conversation, which are frequently so closely intertwined in communication that takes place in the real world. This is because, in the communication that occurs in the actual world, grammar and context are generally related very closely to one another. Participating in a grammar lesson is far simpler for pupils to do than reading or speaking in front of the class.

III.5 Discussion of the results

Teachers believe that they have a significant impact on their students' personalities and academic performance because middle school students are at such a vulnerable stage in their development. Middle school students are particularly impressionable, and teachers believe that they have a significant impact on their students' academic performance. This belief is supported by the findings of the behavioral observation, as well as the comments made by the second-year students and their teachers.

On the other hand, as seen in the comments and answers that they provided, a tiny percentage of the students who were part of our sample claim that the professors' partiality toward other students encourages them to put in more effort in their studies and get better

results. Because teaching is such an honorable profession, those who choose to pursue it take on a number of responsibilities and roles, including those of educator, leader, controller, guide, and supporter. He or she fulfills a variety of roles. In order to foster a generation of confident individuals and assist students in their educational development, an effective educator must fulfill each of these duties.

III.6 Conclusion

This final chapter has supported the hypothesis, provided some advice for teachers, as well as some suggestions for relevant issues for future research, after analyzing and reviewing the data from both teachers and students, as well as the behavioral observations.

III.6.1 Limitations of the study

During the course of this examination, the researchers were confronted with a variety of challenges and obstacles, which made it more challenging for them to collect correct data on the following topics:

The learners who were seen by the researcher were attending a certain middle school; as a consequence, their feelings and perspectives may have been unique in comparison to those of other children who go to different schools and are instructed by different teachers. - The number of students and teachers who participated in this survey was so low that it is impossible to make any broad conclusions from the findings. As a result, no generalizations can be made based on the findings of this study.

III.7 Recommendations for teachers

The following suggestions were made for educators to take into consideration in light of the findings of this research, which involved the collection and examination of several types of data:

1. Make learning enjoyable for pupils

A competent teacher should foster a passion of learning in his or her learners in order to break the monotony of studying and to increase the students' motivation to learn. This will help break the monotony of studying.

2. Creating good learning environment

Teachers have a responsibility to ensure that their learners have a positive experience while learning in their classrooms. This is especially true for those who work with younger pupils, who are more vulnerable to being influenced by the environment in which they are instructed.

3. Take care of pupils feelings:

The teachers should refrain from making fun of the students or humiliating them in front of their classmates by questioning them constantly about the jobs held by their parents. This would help the students maintain a healthy sense of self-worth. Because some of the pupils in the class are orphans, the instructor is unintentionally hurting their feelings by acting in this manner. Additionally, the poor students in the class are ashamed as a result of the teacher's actions.

4. Avoid bias towards good pupils:

Even though good students are encouraged to maintain their good marks as a consequence of this type of conduct, it can have a detrimental affect on other students, who may feel disappointed as a result of it and have a reduced feeling of their own self-worth as a result of it.

5. Make sure your pupils have good feelings towards you:

Students' bad attitudes about their professors will have a detrimental effect on the pupils' academic achievement. This is because a number of students have stated that they will hate the entire unit if they start to loathe their teacher.

6. Control your behavior in front of your pupils :

Teachers need to be more conscious of their conduct, especially in times of stress or wrath, because their students are more likely to be influenced by your behavior and attitude because the teacher is constantly seen by his students. This is especially true when the instructor is angry.

7. Support them communicate with them:

In order to instruct, educate, and advise learners in order to achieve their goals using effective tactics, teachers must communicate with them about their goals, dreams, and preferences. This is especially true in the sensitive relationship between students and their instructor.

8. Take into consideration pupils different personalities and levels:

When you are instructing a lesson and imparting new information to your students, it is essential that you keep in mind that each and every one of them has a distinct personality

and approach to learning. As a result of this, it is critical that you take special care to respect each of your students' individual learning preferences whenever you are leading a class.

9. Recommendation for further studies:

Data collected from both the pupils and the teachers, in addition to findings from study. The results of this study point towards a few different areas for the next stage of research:

It is essential to investigate the ways in which the personality of a student affects the academic achievement of that student.

People have had the desire to abandon their hometowns and see the globe from a young age (young pupils from Algeria).

The purpose of this study is to research the effects that bad treatment and excessive punishment have on the personalities of pupils as well as the future interactions they will have with other people.

Conclusion

General Conclusion

Because of the significant role the teacher plays in the collective leadership of the school, no good educational attainment can be achieved without him or her. She is also the person who has the most contact with the students and is the person who is initially responsible for them while they are in the classroom. The teacher is the most important component in the school, and the personality of the teacher has a great influence on the behavior, personality, and educational performance of the students. It's not uncommon for students to spend more time with their teachers than they do with their own parents. As a result of the teacher's constant interaction with the students, the students' personalities, values, and behaviors are largely influenced by the qualities of the teacher's personality and the way he or she interacts with people, particularly if the students are still at a young age.

Henry Adams comes to the conclusion that "A teacher touches eternity, and he can never determine where the limits of his power are."

The current research aimed to investigate the extent to which a teacher is able to influence his or her students, as well as the influence that the teacher's personality has on the students' accomplishments and personalities, and to provide an overview of the relationship between teachers and students.

This dissertation is divided into three chapters for your convenience.

The primary objective of the first one was to put emphasis on the theoretical component of the research. The researcher presented a clear description of personality, and it offers the primary categories of personality and its qualities. After that, it discussed the personality of the instructor and how that affects the academic performance, achievements, and personality of the students.

The presentation of the more practical aspects of the research is the focus of the second chapter. It begins by giving an overview of research methodology and methods in general. Following that, the researcher provides readers with a description of the research methodology used when conducting this investigation. Because of the exploratory nature of this research, it was necessary to use a mixed method to carry out this study. In order to collect valid information from teachers and second-year pupils at Daham Habib school in Tiaret, it was necessary to use a mixed method to carry out this study. To do so, the researcher first distributed two questionnaires. After that, the researcher carried out an observation of classroom behavior in order to observe the same students and investigate the behavior of

Conclusion

those students while they were present in the classroom in terms of their reactions and interactions.

The discussion of the findings' analysis and interpretation takes up the entirety of the final chapter. After doing an analysis of the acquired information from the students' questionnaire and having a discussion about it, we repeated the process with the teachers' questionnaire. Finally, we presented an analysis of the students' observed behaviors. Finally, a general discussion of the final results from both of the questionnaires and the conducted observation was provided by the researcher. This was followed by clarification of the limitations and obstacles faced when conducting this research. Following this, a set of recommendations for teachers was provided with the goal of avoiding the negative effect of teachers' behavior on pupils by providing some strategies and solutions the teacher must follow in order to set and present a good example for the pupils, and finally, the researcher presented a conclusion.

To summarize, a teacher's influence on their students' personalities and accomplishments is extremely significant. A teacher also plays a significant part in shaping the future of their students as well as future generations. Because of this, teachers need to exercise self-control in their interactions with students so that they can present themselves in a positive light and serve as a positive example for their students. Some behaviors, such as making learning enjoyable, making pupils feel happy, safe, and loved, avoiding embarrassing pupils, avoiding asking personal questions and bias, may help in making a positive impact on pupils. Pupils often observe, follow, and imitate their teachers; as a result, teachers have a large responsibility toward pupils, future generations, and the building of an organized, good society. Some behaviors, such as making learning enjoyable, making pupils feel happy, safe, and loved, avoiding embarrassing pupils, avoiding asking personal questions

According to Ibn Umar, the Prophet Mohamed, may Allah bless him and grant him peace, was quoted as having said, "All of you are shepherds, and every one of you is responsible for his sheep."

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Appendices

Appendices

Appendix 1

Pupils questionnaire

Section one: Examining pupils feelings:

1- How easy and enjoyable is it to study at this school?

a- very enjoyable

b- not so enjoyable

c- not enjoyable at all

2- How safe do you feel inside the classroom?

a- very safe

b- not so safe

c- not safe at all

3- How happy are you when you are inside the classroom?

a- very happy

b- not so happy

c- not happy at all

Section two; Exploring pupils opinions, reactions and interactions towards their teachers behaviour

1- When you can not understand a part of lesson, do you ask your teacher to repeat his / her explanation, or you just choose to remain silent?

a- I ask my teacher to re- explain

b- No, I can not ask him / her to re- explain

* If you choose the silence, why?

a- I am a afraid of my teachers re action

b- I asked my teacher before, but he refuses to re- explain.

c- I asked my teacher before, but he ignorde me.

d- I asked my teacher before, but he insulted me infront of my friends.

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2- If your teacher make a mistake during lesson's explanation, can you let him / her aware that he /she made a mistake ?

a- Yes sometimes I even correct his / her mistakes

b- No this is impossible .

*If you choose No, why ?

3- In the future, if you become a teacher, would you treat your pupils the same way your teachers treat you.

4- If you could change one thing in the class, what would it be ?

a- Some teachers.

b- How teachers treat pupils.

c- The way of teaching.

5- If one of your teachers has bias towards some pupils and ignores the others, how would you react ?

a- I do not care .

b- This encourages me to work harder and get better results.

c- I lost my self confidence and hate the intire module.

6- During the participation, if your teacher ignores you several times, how would you react ?

a- I keep participating .

b- I fell disappointed and never participate a gain.

8- If you feel that your teacher hats you, how would you react ?

a- I lost my confidence about my educational level.

b- This encourages me to get higher grades.

9- Does your teacher guide you in defining your personal goals and developing strategies to achieve those goals ? explain

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Appendix2

Teachers questionnaire

1- During your educational career, have you noticed teachers having gender bias or bias towards good and more qualified pupils. In your opinion, what is the effect of this behaviour on the psychology and academic achievements of less-qualified pupils?

2-If there is a slow- understanding pupil, who belongs to your class, would you explain to him according to his level of comprehension ?

a- Yes, I would explain to him / her slowly and patiently.

b- No, if he does not keep up with the understanding's pace of his colleagues, he should go to a special school.

3- When the inspector visits you, do you show your stress feeling in front of your pupils, and do you change the way of treating them, or your methods of explanation.

a- Yes, because of stress

b- No, i continue teaching in the same way , and i do not show my tension feeling.

4- The teacher is just a human being , who is exposed to daily problems, as a teacher, do you let your personal problems affect your teaching performance?

a- I do not let my problems affect my work.

b- Yes, sometimes, unintentionally because of the pressure.

5- Usually, do you ask your pupils about their parents jobs.

a- Yes, sometimes.

b- No, never.

6- Do you encourage your pupils with average level to achieve good results ?

a- Yes.

b- No due to back of time.

7- Do you make time to communicate with your pupils about their goals and problems

a- Yes.

b- No, this is not included into my job.

8- When one of your pupils makes a mistake or a riot, do you say insulting words to him in front of his colleagues.

Appendices

9- When your pupils ask you to re-explain; what would you do ?

a- I will gladly explain again, because it is right.

b- I re-explain , but i show anger.

c- I ignore the pupil who ask and I insult him / her because she / he does not understand quickly.

10- If you make a mistake while explaining a lesson, would you accept the pupils correction of your mistake ?

a- Yes.

b- No.

ملخص

يتأثر سلوك المتعلمين وشخصيتهم ونجاحهم في المسار الدراسي جميعًا بشخصية المعلم. في الواقع ، من المسلم به أن السمات النفسية والسلوكية للمتعلمين تتأثر إيجابًا أو سلبيًا بسمات مواقف هؤلاء المعلمين. والغرض من هذا المسعى هو النظر في تأثير سلوك المعلم في المتعلمين. يمكن أن يكون للمواقف التي يتبناها اختصاصيو التوعية تأثير على مستويات تحفيز المتعلمين وإنجازاتهم ورفاهيتهم بشكل عام. أظهرت الأبحاث الحديثة أن المواقف السلبية التي يتبناها المعلمون يمكن أن يكون لها تأثير سلبي ، عقليًا وجسديًا ، على صحة المتعلمين.

Résumé

Le comportement, la personnalité et les progrès scolaires des apprenants sont tous influencés par la personnalité de l'enseignant. En fait, les caractéristiques psychologiques et comportementales des apprenants sont reconnues comme étant positivement ou négativement affectées par les traits d'attitude des instructeurs. Le but de cet effort est d'examiner l'impact qu'un enseignant a sur ses apprenants. Les attitudes des éducateurs ont le potentiel d'avoir un impact sur les niveaux de motivation, de réussite et de bien-être général des apprenants. Des recherches récentes ont montré que les attitudes négatives des enseignants peuvent avoir un impact négatif, à la fois mental et physique, sur la santé de leurs apprenants.

Summary

Learners' behavior, personality, and academic progress are all influenced by the teacher's personality. In fact, learners' psychological and behavioral features are acknowledged to be either positively or negatively affected by instructors' attitudinal traits. It is the purpose behind this endeavor to look into the impact a teacher has on his or her learners. Attitudes held by educators have the potential to have an impact on learners' levels of motivation, achievement, and overall well-being. Recent research has shown that negative attitudes held by teachers can have a negative impact, both mentally and physically, on the health of their learners.