

The Effect of Teachers' Personalities on Student Character Development at the Secondary Level in Sindh

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Abstract

The study's goal is to learn about the effects of teachers' personalities on the character development of students at secondary school in Karachi South. The research employs a quantitative approach, with a questionnaire serving as the primary research tool. A random sampling strategy is employed to obtain data from 120 secondary school teachers. Statistical packages for social sciences (SPSS) 20th version is used to analyze the collected data. To obtain results, descriptive statistics are used. The research is categorized into 3 key goals. The first and primary goal is to identify different types of teachers' personalities in government and private secondary schools in Karachi South. The next goal is to learn about the differences in personality between government and private secondary school teachers while developing character at the secondary level in Karachi South. The final goal is to comprehend the effects of instructors' personalities on students' character development at the secondary level in Karachi South. In government school teachers, conscientiousness had the greatest mean ($M=4.21$) and agreeableness had the lowest mean ($M=3.21$). Whereas among private secondary school teachers, openness to experience has the highest mean $M=4.58$ and neuroticism has the lowest mean, i.e. $M=3.77$. This shift is due to differences in the teaching system in particular and the curriculum in general. The results of an impartial t-test indicate that there is a substantial difference in the personality of government and private school teachers in Karachi South. Last but not least, teachers' personalities have a significant impact on pupils' character development. The study's findings also demonstrated that teachers' personalities had a significant influence on pupils' personalities. According to the study, private secondary school teachers are more concerned with their own personality as well as the character development of their students than government teachers.

Keywords: Teachers' Personality, Character Building, Secondary Level, Government and Primary School

Introduction

The education system is responsible for the development of a nation and a developed society. By teaching youth, people in any culture can build their identity and alter their trends and practices. Education is frequently misunderstood as formal schooling, when in fact it is all about learning and adopting new behaviors. Among the many aspects that influence learning, one of the most important is the teacher. The Council for Accreditation of Education is in charge of teacher training, and it examines the nature of the teaching process during the academic year. Teachers' characteristics include values, habits, attitudes, ethics, and beliefs. Among all, teachers' personalities play a crucial part in shaping pupils' personalities.

The purpose of this study article is to better understand the effects of teachers' personalities on the character development of pupils at the secondary level in Karachi South. Many studies have found that teachers' personalities have a significant influence on pupils' personalities. The current research is motivated by the current situation in which it has been discovered that teachers completely influence the lives of their students. Significant significance for the teacher's personality has been discovered in the development of pupils' character. Students pay close attention to their teachers' personalities, especially during their school years. Personality refers to certain specific actions through which researchers examine the reasons of particular behavior (Mullins, 2005). Hogan (1991) explains the definition of personality by stating that personality is not only physical appearance of a person but it also includes the way s/he thinks, feels and acts. Henson (2001) directly examined that teachers' personality cannot only be observed from their classroom performance or activities, teaching methodologies, or classroom management but also from their communication style with students. It is viewed that among many elements, the leading element i.e. teachers' personality affects students' character building. Students' character can be defined as good or bad. As already discussed above about the significance of teachers' personality in education, meanwhile building students' character is also responsibility of education system. Within education system, a number of factors play role to build students' character such as curriculum, management, principles etc. but teachers' personality also has its value.

The research is taken place in the government and private secondary schools of Karachi south south. Secondary level students are having such age in which they start thinking about their career and they quickly idealize their teachers as role model for them. Unfortunately, there is not yet any uniformity in Pakistani education system. Private and

government schools have entirely different curriculum and standards. So therefore, high possibility is to find variations in teachers' personality as well as students' character.

Research Objectives

- Identify the personality types of teachers in Karachi South's government and private secondary schools.
- To comprehend the personality differences between secondary school teachers in government and private schools in Karachi South.
- To understand how the personalities of teachers at the secondary level in Karachi South affect the students' growth as people.

Research Questions

- What are the types of teachers' personality in government and private secondary schools at secondary level at Karachi south?
- Is there any difference between government and private secondary schools teachers' personality while building students' character at secondary level in Karachi south?
- To what extent do teachers' teachers' personality effect on students' students' character building at secondary level at Karachi south?

Hypothesis of the Study

H₁. There is significance difference between government and private secondary schools teachers' personality while building character at secondary level in Karachi south.

Literature Review

Personality generally refers to a coherent image of a person or human nature pretending to differences and similarities with other person. Thus, personality is simply defined as an organized and dynamic set of qualities acquired by a person effecting motivation, behaviors and cognition in different situations (Mayer et al. 2013). Personality is often arises from the amount of quantifiable characteristics or traits an individual express during exposure to circumstances. The concept of teachers' personality becomes significant after the formation of National Council of Accreditation of Teachers (NCATE). According to Liston et al. (2009) this council provides trainings and almost all skills to teachers. The process of such councils promotes teachers' trainings and believes that such initiatives can progress the society with morality. The personality of teacher refers to values, self-understanding, commitments, attitude, and ethical standards that can influenced the society. It is important for teaching to have various characteristics and particular abilities. According to Ryan (2005) teachers' personality is the outcome of adopting themselves in such a way that is pleasant and can mold life in general. Professional personality by

teaching is purely controlled and adoptable by some set codes and rules. Meanwhile, humbleness is also a trait of teachers' personality that can help to provide softness among students.

Teacher Personality Constructs

Teacher personality constructs are defined as the basic traits of teachers personality which assist in a better performance of an individual in teaching profession, such fundamental constructs or characteristics of teaching profession includes teachers' behavior, communication and subject knowledge (Gibbons 2003). The highly worldwide used instrument for the assessment of personality is the Myres Brigger type indicator which is based on hundred questions that test personality traits. The significant of teacher's personality to development of teacher is to ensure matching job with individual and guidance for career development.

Theories of Personality

According to Tucker, (2005) there are various theories of personality and among them few theories are related to teachers' personality or effective learning and teaching. Teachers' personality related theories include: psychoanalytical theories that present factors of psychoanalytic personality, social cognitive theories, theory of humanistic, personal construct theory, neurological and bio psychological theories. The main focus of these personality theories is to understand why any specific action or behavior is exhibited.

Significance or Roles of Teacher Personality

According to Gibbons (2003) following traits are the roles of teachers' personality and describe the significance of teacher's personality.

1. Teachers' personality should reduce and avoid of unnecessary anger
2. Teachers' personality enables an individual to understand his/her self and how students should behave.
3. Teachers' personality should promote for effective teaching in the classroom.
4. Teachers are nation builders and repertoire of knowledge.
5. Teacher's build assets such as social development and human development to inspire and win other people in institutions and society.
6. Teachers prepare students for future.
7. Teachers transfer and develop acceptable practices and norms in the society such as humility, personal integrity, wisdom and sincerity.
8. Teachers develop disciplinary and academic growth in students.

There are many reasons for giving such enormous attributes to teachers' personality. The first and foremost is that teachers' personality persuades his or her expressions with students. It is clear that flaws in teachers' personality can lead students towards gigantic damaging consequences on student's health and abilities. Teachers' personality should be non-anxious and well balanced that can create effective classroom environment and ease students' learning process. According to Ryan (2005) teacher's personality persuades and guide students for learning and future career. The assumption that good teachers are born, not made is the opposite to both the observed personalities and efficient teachers but the efficient teachers are made by efficient teaching and by acquiring specialized knowledge, attitudes and skills of effective teaching. The qualities that are connected with effective teaching must be acquired, reformed and transformed over the teaching career.

The learning process in the classroom is determined and accompanied by relaxed and positive environment. The fear of teachers in students can inhibit the process of learning. Sehgal et al. (2016) conducted a research and founded that students prefer the most effective to those teachers who are warm, mentally healthy, nurturing and stable and the students secured maximum marks in those subjects taught by the teachers they like the most. Those teachers who are mentally weak and over anxious and possess negative attitudes for students indirectly or directly transfer their unresolved conflicts and tensions to students by his or her disturbed interactions with students. Such teachers possess hostile and aggressive personality. Sehgal et al. (2016) asserted that the teachers having negative personality can have bad impact on the future of students and may weaken bright students. Training programs can enhance effectiveness of teachers by giving them training of interpersonal skills in empathy. It is very necessary to be effective, satisfied and successful professional and occupational life to have those personality characteristics that can satisfy teachers' job, profession and self-satisfaction (Sehgal, et al. 2016).

Barr (1961) and Tyler (1960) claimed that the extreme importance of teachers' personality has been the interesting field of study. They have stated that most of the studies on personality were conducted on the kinds of persons who enter in the profession of teaching rather than their effectiveness. Among the studies conducted on effectiveness use the evaluation of teachers as the measure of effectiveness and almost all studies focus on teachers- student variables. The findings of these studies indicated that effective teachers possess interpersonal skills and positive personality traits (Getzels and Jackson 1963). These studies further indicated that teachers do not significantly distinguish on personality characteristics from general public, there is always a surprising and large amount of exposure in the personality traits of teachers when they are determined by the area of specialization sex, services and level of teaching within the profession (Getzels and Jackson 1963).

Dickson and Wiersma (1984) conducted a study in which they asserted that there is a shortage of evidences that support the view that teacher' personality is a very significant examiner of successful teaching and that the effectiveness of teacher is considered to exist as a result of the personality traits of the teacher. Soloman (1965) pointed out that most of the previous studies in the field of teacher effectiveness have related teacher effectiveness with confidence, outing and extraverted tendencies, Gage (1965) further included some traits such as impulsive personality, less inhibition, flexibility, control and sense of humor. The results of the study also revealed that those teachers who are not dominated by neurotic and narcissist self-need for authority and power are considered to be the effective teachers (Hamachek & Mohan 1965).

Another study conducted by Jones and Jones (2000) claim that approximately 50% of students time at elementary classrooms wasted due to their disruptive behavior. These disruptive behaviors consisted of students talking to others, day-dreaming, making noise goofing off and students being out of their seats and classroom. These types of behaviors are not seemed important but these sort of behaviors interrupt the process of learning and teaching. "Say See, Do Teaching" is an approach recommended by Jones and Jones (200) which is familiar with the theory of gradual release. In this approach teachers explain to students what will be done then what is to be done and then students do whatever it is that needs to be or should be done. This approach also includes getting feedback from students.

Research on the personality of teachers is based on the perceptions that teacher as an individual is an important figure in the learning and teaching process. Personality impacts the attitude of the teachers in many ways such as in the selection of learning experience, interaction with students and teaching methods (Matteson 1974). The effective use of the personality of teacher is significant in delivering instructional activities. It is a universal believe that students learn from the personality of teachers even if teacher and students do not interact formally. Those teachers whose personality assist to maintain and create a learning environment in the classroom in which students are motivated to learn and feel comfortable is said to have a desired teaching personality.

The Big Five Personality Traits

The following big five personality traits are often used terms of personality model that described the five basic elements of an individual's personality.

1. Extraversion or Surgency: (assertive, talkative and energetic)
2. Agreeableness: (cooperative, trustful and good natured)
3. Neuroticism: (responsible, dependable and orderly)
4. Conscientiousness: (not easily upset, calm and not neurotic)
5. Openness to Experience: (creative, conventional and imaginative)

Extroversion

Extroversion is determined by the engagement with the outer world. Extroverts people celebrate being with other people, experience positive emotions and are full of energy. They tend to be action oriented, excited to do adventurous things, enthusiastic and individuals who avail opportunities and say yes to every situation. When they are in a group, they enjoy talking with others, drawing attentions and asserting themselves. On the other hand, introverts lack the activity level of extroverts, having lack of energy and lack the exuberance. Introverts tend to be low key, disengaged and deliberate from the social world. Their lack of involvement in social activities should not be considered as depression or shyness but the introvert simply get low stimulation than the extrovert and prefer to be alone.

Agreeableness

Agreeableness shows individuals' concern with social harmony and cooperation. Agreeable people give values to others and themselves. Therefore, they are helpful, cooperative, generous, and considerate and willing to sacrifice their interest with others. Agreeable individuals also possess an optimistic view about the nature of humans. However, Disagreeable people place their own selves instead of giving values to others. They do not concern about the wellbeing of others and thus, are unwilling to give benefits to others. Sometimes, their degraded behavior towards others' motives causes them to be unfriendly, suspicious and uncooperative.

Conscientiousness

Conscientiousness people concerns the way in which an individual can direct, control and regulate our impulses. Impulses require a snap decision, not inherently bad, and often time constraint and their acting on first impulse can have an effective reaction. They are also remain in the times of play despite work, acting simultaneously and can have fun impulsively. Impulsive individuals can be viewed by other people a zany, colorful and fun to be with.

Neuroticism

Neuroticism people concern to the tendency to have negative feeling experiences. Those people who score maximum on neuroticism may feel primarily one particular negative feeling such as depression, anxiety and anger but they are likely to feel many of these feelings. Those individuals who are high in neuroticism are feeling reactive. Their negative feelings stimulations tend to persist for often long time period which means that they usually in bad mood. These issues in emotional integration can damage a neurotic's ability to take decisions, to cope effectively with problems and to think clearly.

Openness to Experience

Openness to experience refers to the characteristics of cognitive style that differentiate conventional, imaginative and creative people. Open individuals are intellectual, appreciative, and admirer of arts, curious and sensitive towards beauty. Open people tend to be compared with close individuals and more aware of their emotions. Open people tend to act and think in a nonconforming and individualistic ways. Individuals with fewer score to openness to experience are likely to have common and narrow interest. Open people prefer the straightforward, obvious to the complex, subtle, plain and ambiguous. They tend to regard the sciences and arts with negative feeling, and considering these arts as useless and no practical benefit. While, close people prefer connection to novelty and they are resistant and conservative to change.

Impact of Teacher' Personality on Students' Achievements

According to Rosas and West (2009) teachers are required to present a number of activities throughout the day in order to meet the dire needs of students. These activities include, differentiating instruction, meeting students' emotional and social needs and managing student's behavior. Effective classroom management is important in order to create successful academic environment by teachers. A study conducted by Shook (2012) with the tool of interviews that show that teachers are the best source to gain insight knowledge into which kind of classroom management techniques are work efficiently and what are the effects of these techniques. The findings of the study show that there are three types of techniques that can be used by teachers. Teachers should make optimal learning atmosphere in order to get academic success of students (Bobek, B. L. 2002). The term optimal learning environment refers to the way in which classroom setup by teachers should provide academic opportunity, social growth and interaction and provide physical space. Researchers have been discussed about the techniques of effective classroom management and explain that it is essential to know how researchers have defined effective classroom management. Two elements have been determined by researchers to measure if the approach of classroom management is successful. The first element is the lack of ineffective behavior. The second element is to be aware of whether the students are on task or not.

According Goldberg, L. R. (1992) stated that the achievements of students effected by teachers' practices. The effectiveness of teachers is directly related the success of his/her students. Ferguson, (1991) stated that teachers play a vital role in the achievement of students. One of the aspects is the ability of teachers to manage the classroom effectively. According to Ferguson (1991) if the teacher is not effective in managing the classroom then this will directly impact on the achievements of students. By increasing the quality of teachers, the chances of student's achievement will increase. A study conducted by Freiberg, Huzinec and Templeton (2009) on the impact of classroom management on

students academics in 15 city elementary schools. The researchers concluded that when pupils are self-disciplined then the teachers will be able to use more interactive teaching that involve cooperative learning, research projects and attractive content. These techniques increase the learning of students and allow them to retain and understand information. It can be said that even though teachers' personality is seen as one of the essential element that impact learning of students (Freiberg, Huzinec and Templeton 2009).

Teacher Effectiveness

According to Cano (2001) for many years the teacher's behavior has been studied to determine to know the impact on students' success in learning. Findings of this study claims that teacher's actions in the classrooms have two times the effects on the achievements of students just like the impact of staff collegiality, community involvement, assessment and school policies regarding curriculum. Furthermore, the studies on teachers' effectiveness is going on but only few factors are already known that impact greatly on students achievements as compare to teachers' effectiveness. Cano (2001) further claim that one of the factors in teacher effectiveness is to develop positive and supportive relationship between teacher and students. Those teachers who do not interact with their students are not effective. The results of current study show that in order to improve student's learning and increase their interest in learning process then teachers should praise their student's achievements, give proper and required time to students and positive feedback is helpful to impact positively on students learning behavior (Cano 2001).

Management of Teachers and students' Personality

The participants of the study suggested that management of teachers and students personality is important for effective classroom management. Teachers asserted that it is important for teachers to maintain and look after their behavior and also evaluate the behavior of students because teachers can best understand the behavior of students. The participants were of the views that by analyzing students behavior teachers can manage and control their actions. The behavior of teachers directly influences the behavior of students. Teachers should promote positive attitude about their teaching process so that students can develop positive attitude towards their learning processes (Goldring, 2014). The effectiveness of classroom management can be achieved by maintain the behavior of teachers and students in classroom. Some of the participants suggested that teachers should not favor one or two students but teachers should give equal treatment to all students. Teachers should report any misbehavior done by students and take action against that misbehavior so that he cannot do the same thing again. Teachers should impact on student's behavior by portraying positive attributes of his/her personality.

Marzano (2003) stated that one of the various types of classroom management is Behavioral management. The results of the study were of the views that classroom and

behavior management are two components that highly impact on learning process of students. Participants suggested that teachers establish rules in the classroom in order to expect communication. All of teachers agreed that classroom control and behavior management are key stimulation of learning (Klassen, 2010). The findings of the current study claim that those teachers who are good at managing the classroom behavior are also effective in increasing students' achievements. The findings of the current study suggested that teachers should develop some rules for their classrooms and these rules should be stated clearly to the students at the beginning of the school year and they should be reviewed and implemented strictly. Teachers should apply various interventions that facilitate the needs of the students. According to Klassen, (2010) teachers should also establish and implement certain incentive rewards or plans for appropriate behavior of students and provide chances to frequent, individual, specific and corrective feedback about the performance of the students.

Research Methodology

The current study selected quantitative method to collect data. Quantitative method is very effective to generalize the results to a greater number of the population. The nature of the topic i.e. to know the effects of teachers' personality on students' character building in secondary level school of Karachi south, demands quantitative method. The population selected for the research was 120 secondary private and public school teachers. The same population is further divided equally into 60 private school teachers and 60 government school teachers. The questionnaire (close ended) was adapted to collect data for the research. According Creswell, (2013) questionnaires are mostly used when a researcher searching answers regarding *Attitudinal Questions* such as personality. It is quite easy to collect data from large number of participants using questionnaire and it is relatively more effective way as compared to interviews (Creswell, 2013). The questionnaire make it easier for the participant to give honest responses as they have an opportunity to read questions on paper and can take time to answer them by reading many times and is better than, for instance, from interview situation (Creswell et al. 2013). The questionnaire was based on five point likert scale in which participants have the choice to select one of the options from the questionnaire whether they are 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, and 5. Strongly agree from the given statement in the questionnaire. Two questionnaires were administrated. One questionnaire is adapted for teachers to know the personality factors of teachers while teaching English in public secondary schools of Karachi south and to know if there is any difference between private and government teachers' personality while teaching in secondary schools of Karachi south. . The researcher used statistical package for social sciences software (SPSS) 20th version to analyze the data. The SPSS software calculated means, frequency, and standard deviation.

Frequency tables were drawn to formulate findings. First of all, descriptive statistics is done by SPSS in which descending mean score is generated. Descending mean score helps us to know highest to lowest mean score and it can be assumed that majority of the participants consider following factor most and least.

Research Findings

The Analysis of Research Question one.

What are the types of teachers' personality in government and private secondary schools at secondary level at Karachi south?

Table 1

Mean, Minimum and maximum of Types of Teachers' Personality in Government Secondary Schools of Karachi south

Descriptive Statistics	N	Minim	Maxim	Mean	Std. Devi
Conscientiousness	120	1	5	4.21	2.3456
Neuroticism	120	1	5	3.99	2.0568
Extraversion	120	1	5	3.76	1.7583
Openness to Experience	120	1	5	3.48	1.5349
Agreeableness	120	1	5	3.21	1.3543

The table # 4.1 shows the highest to lowest mean score of the type of teachers' personality among government secondary school teachers. Results indicate that conscientiousness is highest mean $M=4.21$ and Agreeableness is lowest mean i.e. $M= 3.21$.

Table 2

Mean, Minimum and maximum of Types of Teachers' Personality in Private Secondary Schools of Karachi south

Descriptive Statistics	N	Minim	Maxim	Mean	Std. Devi
Openness to Experience	120	1	5	4.58	2.6543
Conscientiousness	120	1	5	4.34	2.4345
Extraversion	120	1	5	4.16	2.2094
Agreeableness	120	1	5	3.98	2.1387
Neuroticism	120	1	5	3.77	1.9103

The table # 4.2 is received in descending order in which the type of teachers' personality among Private secondary school teachers. Results indicate that Openness to Experience is highest mean $M=4.58$ and Neuroticism is lowest mean i.e. $M= 3.77$.

The Analysis of Research Question two.

Is there any difference between government and private secondary schools teachers' personality while building students' character at secondary level in Karachi south?

Independent sample T-Test (Q2)

Pallent (2005) defined that independent t-test i.e. famous as unrelated t-test is used to compare the mean score of two entirely different groups of individuals. It is to do for getting difference. As the current research, intends to know difference between male and female public elementary teachers' motivation for teaching English. For that, there is need to formulate a hypothesis. Therefore, a hypothesis is made which intends to know:

Null hypothesis:

There is no significance difference between government and private secondary schools teachers' personality while building students' character at secondary level in Karachi south.

Overall teachers' Personality

Table 3

Group Statistics

		N	Mean	Std. Deviation	Std. Error
Teachers Personality	Government	60	73.8788	8.64711	.75840
	Private	60	79.2916	8.52959	.85296

According to the table 4.3 the mean of Government teachers is 73.8788 and standard deviation is 8.6711. On the other hand, Private teachers' mean score is 79.2916 and standard deviation is 8.529959. The mean difference between government and private school teacher is 6.5672. So it is assumed from t-test that government secondary school teachers are less than private secondary school teachers. It is also assumed that there is great.

Table 4

Independent Samples Test

		Levine's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teachers Personality	Equal variances assumed	.008	.000	-.361	228	.000	-9.41283	1.14341	-2.66584	1.84018
	Equal variances not assumed			-.362	214.516	.000	-9.41283	1.14136	-2.66256	1.83690

This table 4.4 suggests that F value is .008 and significant value is (p) is .000 which is less than 0.05. Therefore, the equal variance cannot be assumed. After analyzing the LEVEN'S Test for equality variance, it is clearly shown in the table that the value is .362 and significant value (p) is .000 that is also less than 0.05.

Therefore, the null hypothesis can be rejected and alternative hypothesis is accepted. The result of independent t-test suggests there is significant difference between government and private school teachers' personality while building students' character in Karachi south.

The Analysis of Third Research Question

Table 5

Mean, Minimum and maximum of Teachers' personality on students' character

Descriptive Statistics				
	N	Minim	Maxim	Mean
I get stressed out easily without realizing students	120	1	5	3.72
I don't talk a lot and give equal chance to my students	120	1	5	3.67

I remain most of the time relaxed while teaching	120	1	5	3.58
I insult those students who disturb me during teaching	120	1	5	3.42
I take my classes on time so that students can learn.	120	1	5	3.37
My students' character is developed by my personality	120	1	5	3.28
I feel students' emotions.	120	1	5	3.26
I follow a schedule so that my students can be punctual.	120	1	5	3.06
I get irritated easily from my students' character.	120	1	5	2.89
My students follow my personality.	120	1	5	2.74
I am not really interested in students' career.	120	1	5	2.59
My students trust me a lot in teaching secondary level.	120	1	5	2.53
Valid N (list wise)	120			

The above descriptive statistic table number 4.5 has been done to know the mean score from top to bottom which clearly explain that given about teachers' personality.

This can be categorically viewed that the statement which state 'get stressed out easily' got highest mean score i.e. 3.72. This is very crucial to understand that tension or stressed does not only affect inside human but also the society where they life. Especially in regard with educational environment, where teachers and students exist and require stress free environment. The second highest mean (3.67) is taken by the statement which is talking a lot. It is observed that in the personality of teachers' too much talk is considered bad personality and it decreases students' cognitive growth. Teachers should give equal chance to all students to talk in class. The next one is to remain relaxed while teaching which plays vital role in teaching and learning time. The statement has got 3.58. The next statement is very important and it is commonly found in government school teachers' personality that is to insult those students who disturb teachers during the class time. This can make bad character of students too. The mean score of this statement is 3.42. Punctuality is also one of the elements of teachers' personality. This also affects students' character. Those teachers who take classes on the time are ideal for student. The mean score of this statement is 3.37. Majority of the teachers also believe that students' character is highly influenced by teachers' personality and the mean score of this is 3.28. The good personality of a teacher is to feel the emotions of students (M=3.26) follow the schedule

(M=3.06) don't get irritated from students' character (M=2.89) and should be interested for student career (M=2.59).

Conclusion

The research analyses, the results and interpretation. The present research is based on the three main objectives. The first and foremost objective was to find out types of teachers' personality in government and private secondary schools at secondary level at Karachi south. The results revealed that conscientiousness had got highest mean (M=4.21) and agreeableness lowest mean i.e. (M= 3.21) in government school teachers. Whereas the type of teachers' personality among Private secondary school teachers. Results indicate that Openness to Experience is highest mean M=4.58 and Neuroticism is lowest mean i.e. M= 3.77. This change is because of difference in teaching system in specific and curriculum in general. The second number objective was to know significance differences between government and private secondary schools teachers' personality while building character at secondary level in Karachi south. The results show null hypothesis can be rejected and alternative hypothesis is accepted. The result of independent t-test suggests that there is significant difference between government and private school teachers' personality while building students' character in Karachi south. Last but not least, teachers' personality greatly affects students' character building.

Recommendation

The research recommends following points based on the findings.

1. The research should also conduct on qualitative method too.
2. There should be more personality variables.
3. Teachers should have positive contact with students' parents at elementary level.
4. Teachers should build students' character.
5. Government and private school teachers should have similar personality.
6. The study recommended that there is dire need to conduct more studies in the field of teachers personality and its impact on student' character building.
7. The future studies should be conducted on the impact of teachers' personality and its impact on students learning.
8. The researcher suggests to future researchers that there is a need to elaborate in-depth the impact of teacher's personality on students' behavior.
9. Future researches should be done on the impact of teachers' personality on students' character building at college or university level.
10. Future studies should be done to know the effects of teachers behavior on students achievements.

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