
ANALYSIS OF STUDENTS PERCEPTION ABOUT TEACHERS' PERSONALITY IN THE ACADEMIC ACHIEVEMENT

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Abstract

This study is aimed at exploring the relationship of teacher's personality as perceived by the students with students' academic achievement. The major objective of the study is to measure the perceptions of students about five dimensions of their teachers' personality (i.e. Openness, Extraversion, Agreeableness, Conscientiousness, and Neuroticism) and to identify the relationship between these five dimensions of teacher's personality and students' academic achievement at the university level. Data is collected from male and female students of five universities of Karachi with the help of questionnaire design on a Likert scale. As the population frame is not available to the random sampling technique (non-probability method) is used to collect data from 385 respondents. Statistical techniques that are applied for analysis of collected data are descriptive analysis, regression and ANOVA analysis. Findings of the study show that there is a significant relationship between teachers' personality and student's academic performance at the university level. Furthermore, all personality traits except Neuroticism creates a positive impact on student's academic output. This study will help teacher and management to better understand the importance of personality traits and their impact on class management and ultimately on student's academic performance.

Keywords: Teachers' Personality; Personality Traits; Class Management; Student Academic Performance

Abstrak

Tulisan ini bertujuan untuk mengeksplorasi hubungan kepribadian guru yang dirasakan oleh siswa dengan prestasi akademik siswa. Tujuan utama penelitian adalah untuk mengukur persepsi siswa tentang lima dimensi kepribadian guru mereka (yaitu Openness, Extraversion, Agreeableness, Conscientiousness, dan Neuroticism) dan untuk mengidentifikasi hubungan antara lima dimensi kepribadian guru dan prestasi akademik siswa di tingkat universitas. Data dikumpulkan dari siswa pria dan wanita dari lima universitas di Karachi dengan bantuan desain kuesioner pada skala likert. Karena kerangka populasi tidak tersedia untuk teknik sampling acak (metode non-probabilitas) digunakan untuk mengumpulkan data dari 385 responden. Teknik statistik yang diterapkan untuk analisis data yang dikumpulkan adalah analisis deskriptif, regresi dan analisis ANOVA. Temuan penelitian menunjukkan bahwa ada hubungan yang signifikan antara kepribadian guru dan kinerja akademik siswa di tingkat universitas. Selain itu, semua ciri kepribadian kecuali Neuroticism menciptakan dampak positif pada output akademik siswa. Penelitian ini membantu guru serta manajemen untuk lebih memahami pentingnya sifat kepribadian dan dampaknya terhadap manajemen kelas dan akhirnya kinerja akademik siswa.

Kata kunci: Kepribadian Guru; Karakter Kepribadian; Manajemen Kelas; Kinerja Akademik Siswa

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Introduction

Teachers and Students are the marvelous creation of education and student performance or academic achievement always born strong professionals who take a tremendous or dynamic part in the prosperity of a country. Firstly, it is essential to comprehend the idea of the nature of training; the nature of instruction is improving by appropriate review propensity and study state of mind. Without scholastic direction, students can't have the capacity to upgrade their review propensity and study mentality. Great educator is a decent guide there is no any uncertainty about it.

According to previous studies, there is a lot of factors influence student performance such as Mentor training, proper guidance, learning facilities, communication and family environment etc. Ali et.al, (2009). Without teacher and student, there is no any concept of school, college, and universities. They are the beauty of the educational institute. However; prime status graduates always bring economic and social stability and great leadership in a country. Comer (1980), student bear troubles in their educational opportunities, when teacher and student cannot comprehend the mind of each other.

According to Ahston & Webb (1986), Great instructor dependably trusts on themselves, they can effectively educate their students in the classroom and take care of their behavioral issues and make inspiration level in their understudies which take a solid part in their career success. Verifying advancement is to a great extent reliant on the accessibility, standard and application of advanced education, human capital, and gifted labor. In the contemporaneous focused and globalized climate, the need for very talented human resource (HR) is unnecessary to clarify. To set a created country, people with great scholarly

outcomes are required, understudies' execution (scholarly accomplishment) assumes an imperative part in creating the quality graduates who will examine initiative and end up plainly HR for the nation what's more, will act dependably for nation's financial and social improvement (Ali, et. al, 2009). These components fluctuate from individual to individual and nation to nation, understudies' scholastic picks up and learning execution is affected by utilization use with its different determinants or example, sexual orientation, month to month family salary, low maintenance work, private status, excitement cost what's more, versatile consumption. Poor scholarly execution, in both the here and now and long haul of a nation's improvement, is a reason for stress. On the opposite side, unrivaled scholarly execution requires legitimate nourishment keeping in mind the end goal to bolster the well-being and action of nerve cells in the cerebrum. Sufficient nourishment guarantees that understudies can completely use their potential for scholastic accomplishment. Interestingly, understudies who take unfortunate weight control plans may fall behind specific regions of physical reaction, learning furthermore, scholarly abilities i.e. less intellectual capacity, least anxiety reaction, bring down test scores, low cerebrum work and furthermore not to indicate legitimate social conduct (Nisbett, R.E., and Storms, M.D., 1974).

Adhering to good diet propensities among understudies assumes a key part in the mental and physical advancement of the national young people. At the point when understudies don't get appropriate sustenance, they would not be human capital (HC) and gifted labor. Since human capital is the esteem of business give through the utilization of aptitudes know-how and ability. It too envelops how successfully an association uses its HR as measured by imagination and advancement. Hussain (2006),

also explained those variables which are directly related to student performance such as study attitude and study habit. Furthermore; parental guidance and teacher training both have indirectly influenced the performance of the student. Tournaki, N., & Podell, D. (2005), they explained teacher positive personality towards aggressive students, means the teacher has an ability to change aggressive student into friendly student and he or she predict their future and class performance is positive. Different researchers adopt different methods and identify different variables to find academic achievement of a student like Hijazi et.al (2006) and Tobias and Hake (1988); determine the student performance by last year or semester result. Whenever, Galihar (2006); Darling, Caldwell, and Smith, (2005) and Broh (2002), according to their point of view undergraduates and postgraduates academic performance can be measured by CGPA, GPA and class sectionals.

Calling up the above relationship of teacher's personality and student achievement, a current study exploring the outcomes of proper identified significant variables that are acting upon the student achievement. After review past looks into, we discovered numerous factors which are straightforwardly or in a roundabout way connected with student accomplishment. This survey tries to investigate above connections through a measurable trial of SPSS software.

Here is no doubt, teachers can bring a dynamic to alter in student career through his or her personality. It is important to investigate how much teacher's personality influence in the future achievement of students? To what extent the development by mentor's conversational behavior, interpersonal style and intrinsic motivation create a perceived effectiveness in student's personality. Furthermore, this research highlighted the variables which render a negative and positive effect on understudy's accomplishment. Firstly, a student's life is full of

pressure and stressful. They continuously attempt to show excellent performance in their study career, sometime this stress may effect on their scholastic execution. This exploration clarifies the motivation level which is created by the only academic instructor by the guidance and his constructive identity. However, this study confronts few limitations, such as the teacher's personality impact on students achievement is a vast topic due to restricted time period only two variables have been debated in details. Secondly, numerous researchers worked on this theme, so we found limited research work on these variables. Thirdly, it is a tough undertaking to expand the number of students and number of colleges since this review depends on individual working.

Many studies have been exposing the factors which are positively and negatively related to student achievement. Understudies' scholastic execution is affected by various components including academic instructor guidance and help, family pay, individual salary, a neighborhood of understudies, nourishment cost, transportation cost, diversion cost, Medical cost, IT cost, frill, social work cost, every day think about an hour and convenience as hosteliaries or day researcher. Numerous researchers directed detail learns about the variables adding to understudy execution at various review levels. The review of previous national and international researches, which were very gripping for conducting this study are mentioned below:

The main purpose of Hussain (2006) study was to determine the impact of guidance services on students study habit, study attitude and their student achievement. There are four variables used in his study guidance service as a dependent variable and study habit, study attitude and student achievement act as independent variables. He presented his study outcomes on the basis of ten null hypotheses, all hypotheses

were examined at 0.05 level of significance. at the end he declared class guidance of teacher have a significant effect on study habit, study attitude, and their achievements. Similarly, Bhatnagar and Gupta (1999) also explained the importance of instructor guidance. They said proper guidance bring a solution of students problems it is an important part of education.

It is expected that, the understudies who indicated better or higher execution in the beginning classes of their reviews likewise performed better in future scholastic years at degree level. Everybody can be persuaded on this suspicion on the off chance that it could be demonstrated deductively. From the most recent two decades it has been seen altogether that there is incredible expansion in research writing and audit materials identifying with pointers of scholarly accomplishment with much accentuation on this discourse, regardless of whether conventional accomplishment measures of scholarly execution are best determinants of future scholarly pick up at college or larger amount or creative measures. Nonetheless, it is likewise watched that a considerable lot of the specialists do not concur with this viewpoint or articulation. Reddy and Talcott (2006) couldn't help contradicting these suspicions that future scholastic increases are unfaltering by going before execution. In their exploration on the connection between past scholastic execution and consequent accomplishment at college and university level, they found that understudies learning or learning at the graduate level and the score secured did not anticipate any scholarly accomplishment at the college level Pearson and Johnson (1978). They additionally concluded that, all in all, review affiliation is just 0.28 between graduate level imprints and college degree accomplishment. Amoah, Asmah, Hughes, Larbi and Ahiabor (2012) advised elements that impact the private college understudies' utilization and the ensuing impact

on scholastic execution. A direct model of the utilization capacity was utilized. The Ordinary Least Square procedure was utilized to decide the components that impact understudies' utilization.

Khan (2012), numerous pragmatic reviews are completed to examine components influencing school understudies' execution. The concentration of this exploration is that understudy execution in the middle of the road examination is connected with understudies' blueprint comprised of his approach towards correspondence, learning offices, appropriate direction, and family push. The examination depends on understudy profile created on the bases of data and information gathered through evaluation from understudies of a gathering of private schools.

Furthermore, Karemera (2003) found that understudies' execution is altogether related to fulfillment with the scholarly condition and the offices of the library, PC lab and so forth in the organization. With respect to foundation factors, he found a beneficial outcome of high school execution and school accomplishment he found no measurable proof of a critical relationship between family salary level and scholastic execution of the students. Young (1999), held the view that understudy exhibitions are connected with the utilization of the library, proper teacher guidance, and level of their parental instruction. The utilization of the library decidedly influenced the understudy execution.

Raychaudhuri, A. et al., (2010), found that various reviews have been done to distinguish those variables which are influencing understudy's scholarly execution. The understudies' scholastic execution relies on upon various financial elements like understudies' participation in the class, family salary, mother's and father's instruction, instructor understudy

proportion, and nearness of prepared instructor in school and separation of schools.

Akhter and Lima (2015), according to their review inspects the elements that impact the state-funded college understudies' utilization use and their scholarly execution. A direct utilization capacity is utilized applying normal slightest squares method to decide the variables that impact understudies' utilization use. In light of essential information gathered from the four conspicuous state-funded colleges of Bangladesh, the review demonstrates that sexual orientation, month to month family salary, low maintenance work, normal review point, private status, excitement cost, and portable consumption are critical elements to impact state-funded college understudies' utilization consumption in Bangladesh. The co-connection lattice additionally affirms a positive connection between understudies' scholarly execution and their utilization consumption.

A review was led by Hudesman et al., (1986) to analyze the effect of structured and non-order guiding styles on scholastic execution of high-hazard understudies. Comes about demonstrated that understudies in organized advising condition had higher GPAs than those in non-mandate advising condition toward the end of a semester. Francis and others (1987) additionally inspected the beneficial outcomes of guiding on understudies correspondence designs, contemplate propensities and scholarly accomplishment. The auxiliary school direction program ought to be a section of the aggregate school program and supplement learning in the classroom. It ought to be youngster focused, preventive and formative. The direction program ought to go for expanding the understudy's potential by empowering their social, enthusiastic and self-improvement at each phase of their improvement.

Kochkar (2000) considers direction important to help the student with particular

issues like absence of connection amongst capacity and accomplishment, insufficiency in one or a few school subjects, broken review propensities, imperfect strategies for learning and poor inspiration. Ansari (1980) found that review propensities and study states of mind are both critical factors which decide the scholastic execution of the understudies. Russell and Petrie (1992) have referred to an examination think about meant to discover out the connection between study propensities and understudy disposition and scholarly execution (aggregate GPA) of undergrads.

Ashton (1984), a capable worldview for educator education can be created on the premise of the build of instructor viability. Ashton asserts that no other instructor characteristic has shown such a predictable relationship to understudy accomplishment. An instructor training program that has as its point the advancement of educator efficacy, and which incorporates the basic segments of an inspiration change ace gram, ought to create educators who have the inspiration fundamental for effective classroom execution. Connell, et al. (1995), Discoveries of this review demonstrate a positive relationship between review state of mind, study propensity, and scholarly accomplishment. Educator support is critical to understudy engagement in school as revealed by understudy's instructors. Understudies who see instructors as making a minding, all around organized learning condition in which desires are high, certain, and reasonable will probably report engagement in school.

Thus, abnormal amounts of engagement are related to higher participation and test scores factors that unequivocally anticipate whether youth wills effectively entire school and at last seek after postsecondary training and accomplish financial self-sufficiency. Links between academic instructor, student relation, and scholarly execution and responsibility hold for

both rudimentary and center school understudies, giving further support to an aberrant connection between understudy involvement of support and scholastic execution through student engagement. Steinert (2004), explained that understudies recognized guide attributes, a non-undermining amass climate, aggregate connection, clinical significance and coordination, and academic materials that energize critical thinking and thinking as the most essential qualities of viable little gatherings in an incorporated, frameworks based educational modules. According to students, tutors characteristics such as individual properties and compelling assistance aptitudes, for example, the capacity to advance critical thinking and basic considering.

Noels (2001) additionally examined the relationship between understudies' impression of their instructor's correspondence style and different measures of inspiration. A way examination demonstrated that the more controlling the instructor appeared to the understudies, the less self-governance they felt and that the more useful the instructor was seen to be in terms of the input given, the more capable the understudies felt. Thus, saw self-governance and seen capability were identified with five structures of "introductions" explored in that review.

Furthermore, Houser.et.al (2000), the study was based on three questions: 1. concerning successful instructing, what are the students view of the significance of relational abilities and immediacy attitude? 2. What is the connection between the student's impression of the instructor's utilization of relational abilities, immediacy behavior, motivation, and learning? 3. Do male and female understudy vary in their view of relational abilities and promptness practices concerning the significance of inspiration and learning? They built up two reviews; one review found that understudies

revealed referential abilities, sense of self-support and peace promotion as being most essential to successful instructing. The second study explained that referential abilities, sense of self-support and immediacy have a solid association with understudy learning and inspiration. The aftereffect of their exploration work portrays instructing as including two essential measurements content and social. The educator must discover a way to adjust these two measurements keeping in mind the end goal to effectively encourage learning.

William (1970) explained his study consequences of this review may be specifically noteworthy to those instructors considering the utilization of understudy appraisals as measures of educator viability for motivations behind legitimacy pay and advancement. These outcomes propose that student's evaluations of academic instructor for evaluations seven through twelve might be increasingly a measure of instructor appeal or notoriety than of genuine educator adequacy. Nonetheless, the way that around 40% of students appraisals is irrelevant to this evaluative measurement shows that students appraisals may be utilized gainfully as one a player in assessment bundles comprising of measures on a few extra factors, for example, peer evaluations, executive appraisals, understudy development in both the subjective and non - intellectual regions, and educator familiarity with sound showing rehearses applicable to his unique intrigue range. Obviously, the particular factors considered in an assessment bundle, and in addition, the relative significance of each, ought to be a component of employment desires for the individual being assessed.

Similarly, Bauch (1984), this review examined the instructional convictions of 162 basic classroom educators to decide how much instructors' suspicions about instructional practices impact their instructing behavior and

the classroom view of their understudies. It utilized information gathered from a national research venture, Goodlad's "An Investigation of Schooling." Discriminant and substance examinations were directed on information speaking to different sources and points of view on the classroom educational modules of every academic instructor. While it was found that instructors' instructional convictions were for the most part predictable with their showing practices, just a single of the four instructor conviction sorts explored showed an extensive variety of showing ability fortified by the communicated expectation to finish a wide arrangement of instructional results. Their classrooms additionally tended to score higher than those of the other three educator sorts on student impression of a positive classroom condition. Suggestions for both research and practice are talked about.

Moreover, Higgins and Trope (1990), according to them more established students did not vary between levels of inborn what's a more, extraneous inspiration to get the hang of, showing that the two objective introductions are similarly present for them in the undergrad scholastic setting, making an oppositional draw to potential stream encounters. Possibility conditions, for example, those pervasive in the focused college condition, can change any action from having a natural for an extraneous introduction. An individual might be exceptionally inherently persuaded to learn, yet the way toward locks in a learning assignment itself is not joined by the positive effect. Vallerand, & Bissonnette, (1992) evaluated characteristic and outward motivational styles as indicators of behavioral tirelessness in undergrads. They found that understudies who continued in their reviews had higher beginning levels of inherent inspiration toward scholarly exercises when all is said in done than did

understudies who dropped out, while extraneous inspiration did not anticipate industriousness.

So also, Jacobsen (2000), discovered conventional understudies had higher extraneous objective introduction scores than nontraditional understudies on the Motivation subscale of the Motivated Strategies for Learning Questionnaire. Vansteenkiste et al. (2004) exhibited that understudies put in a characteristic inspiration condition handled perusing material all the more profoundly, accomplished higher evaluations, and demonstrated more determination than understudies set in an extraneous condition. The writing recommends a significant connection between sort of inspiration and understudy diligence, accomplishment, independence, and age. Be that as it may, most investigations of inspiration to learn in college understudies are constrained to single-space tests (e.g., basic brain research courses). This review was intended to gather a delegate test of volunteers from the full college populace, including assorted qualities in faculty enlistment and socio-demographic and additionally age.

Frymier (1999), explained to raise the student's perception of learning with the help of teacher humor orientation. According to this study, teacher humor orientation and student humor orientation both have an impact on student learning. He introduced new variable by the name of humor orientation (HO) in this paper. Humor is an imperative instructional device. Future explores in this territory ought to inspect the particular sorts of funniness that understudies discover hostile and improper in the school or colleges classroom. Likewise, how do fizzled funniness endeavors influence the learning procedure? Is no amusingness better than a fizzled attempt?, Funniness is important instantaneousness conduct that can encourage learning, they ought to investigate diverse approaches to help instructor establish diverting conduct effectively in the classroom.

Thorngren, et. Al. (2012), explained those factors which played a dynamic role in the success of student life. Student accomplishment is affected on various levels including understudies' close to home components, their cooperation's with others, for example, guardians, educators, and overseers, and finally the bigger frameworks that encompass the understudy e.g. school areas, neighborhoods, nearby economy, political strategy, and multicultural relations. Bronfenbrenner's profile environmental model also showed a comprehensive perspective of the "entirety tyke" in the full set of their reality. The model contains four levels from the most individual to the externalized components of a man's beneficial encounters. A bio-environmental frameworks show recommends that there are many components that impact understudy accomplishment. In this way, an all-encompassing methodology is required that is centered around meeting the wide scholastic,

what's more, social needs of all youngsters, advancing rich learning situations, enlisting, holding, and creating amazing instructors, and cultivating strong connections crosswise over numerous frameworks. Programming that is upheld by enactment ought to be intelligent of best-known practices for encouraging understudy accomplishment figures the greater part of the bio-environmental model of kid improvement. This paper looks at students accomplishment calculates that exist inside each level of Bronfenbrenner's profile natural model. The components that affect each level are clarified and bolstered by components that have been appeared to decidedly affect kid learning and advancement.

Likewise, Harbaugh (2010), he calculates inside a student that affect how they learn can be distinguished. Making strategy (at each level of schools from working to government levels) to enhance learning results is important to shape

desires. Broad research is demonstrating the viability of guideline for the entirety tyke. This way to deal with instruction requires attention to the complexities of human learning and improvement. The learner-focused guideline is intended to incorporate four general regions: subjective and metacognitive, motivational and full of feeling, formative and social, and individual contracts. Learner-focused direction expands the conventional information exchange model to be more comprehensive of the understudy's full educational encounters. An outlook change from student's deficiencies to understudies' qualities and resources is a foundational necessity of learner-focused guideline. At the point when any variable is analyzed, experts must perceive the understudy's individual capability in any of the variables can cover a wide range from significant shortages to dominance.

Conway, et.al (2007). Explained their investigation on the basis of traditional and non-traditional students. Their review thinks about emotional and motivational segments of scholastic life for conventional furthermore, nontraditional college students. Conventional understudies are characterized as those matured 21 and more youthful, who are destined to have taken after an unbroken straightway through the training framework, though nontraditional understudies are characterized as those matured 28 and more established, for whom the undergrad experience is not really age standardizing. A sum of 300 students going in age from 18 to 60 years was surveyed on measures of characteristics and outward inspiration to learn premium and positive effect. Nontraditional understudies detailed larger amounts of inborn inspiration for learning than did conventional understudies. Characteristic inspiration connected with positive influence more unequivocally for nontraditional than for customary understudies. For all understudies,

premium and age rose as noteworthy indicators of inborn inspiration to learn, and both premium and natural inspiration fundamentally anticipated positive effect.

Every single current understudy, regardless of whether conventional or nontraditional or someplace in between, will, in the long run, confront the difficulties of center and later life advancement. The activity of building a more grounded positive connection between age, inspiration; what's more, positive effect inside the college undergrad condition will advance strength in understudies. This current review's outcomes demonstrating that nontraditional understudies report more elevated amounts of natural inspiration to learn than do conventional understudies, additionally bolstered by the examinations of (a) how age and intrigue together decide natural inspiration, (b) the degrees to which intrigue and inborn inspiration anticipate positive effect, and (c) the intervening part of characteristic inspiration in the forecast of positive effect for nontraditional understudies, propose that further research on the comprehension inspiration influence triangle in grown-up advancement would be helpful not only for students but rather for every deep-rooted learner. In a rundown, this present review's outcomes, demonstrating that characteristic inspiration to learn connects all the more exceptionally with positive effect for more seasoned understudies than it accomplishes for more youthful understudies, infers a more prominent need among nontraditional understudies to just appreciate the way toward aching new abilities in the classroom. The test for both understudies and teachers lies in keeping up an ideal harmony between inborn what's more, outward types of inspiration for learning.

Method

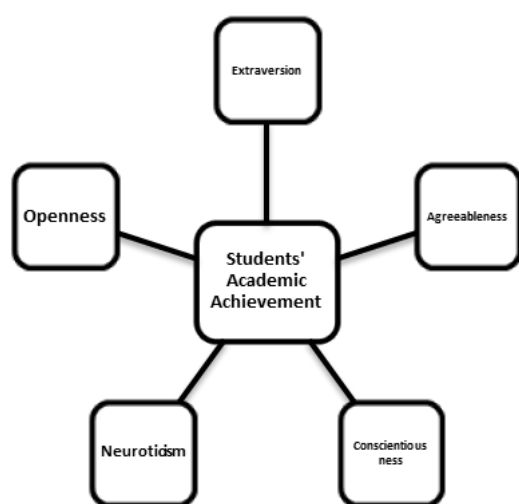
Few types of research have been conducted on this topic so the purpose of this study is descriptive. Moreover, a researcher is trying to find out the relationship between students' achievement and teachers' personality so it can be concluded that the type of investigation is correlational. The research was conducted in a non-contrived setting with minimum researcher's interference and the unit of analysis in this study is students. Finally, the time horizon is cross-sectional. The independent population for this study comprised of all the students of different academic institutes in Karachi. The respondents in this study belong to famous universities like Iqra University, SZABIST, KASBIT, University of Karachi, and FAST National University etc.

The sample size is of 385 students from five famous academic institutes of Karachi. Basically, this review is absolutely relying on primary fact and figures, which are assembled from students of five famous academic institutes of Karachi. Nearby 385 students took part in this educational survey by filling up the questionnaire. Moreover, a sampling technique that has been used in this study in non-probability sampling technique as population frame is not available and the sampling method is convenience sampling method which indicates a collection of data from the respondents that are conveniently available.

Information is gathered utilizing survey from each one of those respondents who are easily accessible and willing to share their experiences. In this research more than 385 questionnaires have been circulated utilizing pre-coding procedure and after collecting filled questionnaires from all respondents post coding strategy is applied to compute the response rate after that codebook is created to convert qualitative information into quantitative

information for measurable examination by utilizing statistical techniques.

As the objective of this study is to determine the relationship between different dimensions of a teacher's personality and students' academic performance so students' academic achievement is the dependent variable and the perceptions of students about five dimensions of their teachers' personality (i.e. Extroversion, Agreeableness, Conscientiousness, Neuroticism, and Openness) are independent variables. Following a conceptual diagram has been used:



Definition of the above variables is as follows:

Openness: Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has. It is also described as the extent to which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine.

Extraversion: Energy, positive emotions, urgency, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness.

Agreeableness: A tendency to be compassionate and cooperative rather than suspicious and aggressive towards others. It is also a measure of

one's trusting and helpful nature, and whether a person is generally well-tempered or not.

Conscientiousness: A tendency to be organized and dependable, show self-discipline, act dutifully, aim for achievement, and prefer planned rather than spontaneous behavior.

Neuroticism: The tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control and is sometimes referred to by its low pole, "emotional stability".

Academic Achievement: Student achievement is a student doing well academically, obtaining life skills and giving back to their community.

This thesis depends on primary data which is assembled from 5 well-known universities of Karachi. In this review, just about 385 students take apart by fill up the close-ended questionnaire in which Likert scale use for the choices. The complete analysis is done by the SPSS software. The descriptive statistic, ANOVA and Regression apply to essential information. On the bases of the above statistics test to check the dependent or independent variables impact on each other and take the decision on P-values, F-statistics and Pearson Correlation.

Findings and Discussion

The study is purely based on statistical analyses. So, best analysis tools for this study are Descriptive statistics, Regression and ANOVA analysis

Table 1. Descriptive Statistics

Male	Female
212	173
55%	45%

The total questionnaires that were collected were 385 out of which 212 were male students and 173 were female students which represent that 55% of respondents were male and 45% respondents were female students.

Table 2. Total Respondents

Iqra University	SZABIST	KASBIT	FAST NU	KU
88	115	95	50	37
22.85%	29.87%	24.67%	13%	9.61%

Table 3. Total Respondents

Under Graduate	Post Graduate
140	245
36.36%	63.64%

Out of 385 total respondents, 88 students belong to Iqra University, 115 or 29.87% students are from SZABIST, 95 students participated from KASBIT, 13% or 50 students are from FAST National University and 37 students responded from Karachi University.

Around 140 (36.36%) students who participated in this survey are undergraduate degree program students and 245 (63.64%) students are from postgraduate or masters level.

Table 4. Regression Analysis

Model	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.671	0.654		248.21

a. Predictors: (Constant), Openness, Extraversion, Agreeableness, Conscientiousness, Neuroticism

Above regression, a model table 4 showing that “R Square” (Coefficient of Determination or Regression Coefficient) which shows that 67.1% of the variation in student academic achievement (dependent variable) is caused by independent variables that is teacher’s personality characteristics. Secondly, “Adjusted R square” is 65.4% indicating variation is caused by predictors considering a number of observations and the number of predicted variables after adjusting standard error.

Table 5. Analysis of Variance (ANOVA)

Model	F – Stats	Significance
1	120.361	0.000 ^a

a. Predictors: (Constant), Openness, Extraversion, Agreeableness, Conscientiousness, Neuroticism
b. Dependent Variable: Students' Academic Achievement

The ANOVA table tests the model’s acceptability and how the model fits. In ANOVA table, if the significance value of $F > 0.05$ or $F\text{-Stats} < 3.75$ then it means that model is not acceptable and variation illustrated by the model is by chance. However, if the significance value of $F < 0.05$ or $F\text{-Stats} > 3.75$ then it means that model is acceptable and variation showed in the model is not just by chance. Hence, the statistical analysis of this study shows that the Significance value of F is 0.000 which is less than 0.05 and F-Stats is 120.361 which is more than 3.75 so it means that my model is acceptable and the variation explained by this model is not just due to chance.

Table 6. Coefficient Analysis

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	-	17.0		-	0.00
	45.58	87		2.668	0.008
Openness	0.145	0.049	0.641	2.956	0.003
	0.109	0.039	0.595	2.796	0.005
Extraversion	0.087	0.030	0.458	2.886	0.004
	0.329	0.076	0.106	2.190	0.000
Conscientiousness	-	0.046	1.639	5.448	0.000
	0.252	0.026		8	0

a. Dependent Variable: Students' Academic Achievement

In the coefficients table, the first row shows constant which is the second column of the first row -45.58 shows that when all predictors (Openness, Extraversion, Agreeableness, Conscientiousness, and Neuroticism) are held to zero, then the impact on student’s academic

performance is -45.583 and the constant is also significant as is $P < 0.05$.

Then, there is the first slope which is an openness that has a significant value $p = 0.003$, which is less than 0.05 ($p < 0.05$) and $t = 2.956$, which shows that openness has a significant impact student's output. The value of "t" is quite big which shows healthy variability in student's performance by teachers having openness in their personality. The value of β for openness is 0.145 , which shows that if openness changes by 1% , it will bring 0.145% change in students' performance. Hence, H_{A2} is accepted.

Then, the second slope is Extraversion, it is also significant and its $p < 0.05$, $p = 0.005$; and $t = 2.796$, which shows that extraversion characteristics of teacher's personality also had an impact on the student's results. The value of β for extraversion shows 1% change in extraversion will bring 0.109% change in student's performance. Hence, H_{A3} is accepted.

The third control variable is Agreeableness, it is also significant like previous two variables $P < 0.05$, $p = 0.004$ and $t = 2.886$, which shows that there is a relationship between teacher's personality and student's output. The value of β for Agreeableness shows 1% change in agreeableness will bring 0.087% change in performance of a student, which is not bigger change, but at least it will bring change and is significant. Hence, H_{A4} is accepted.

The next variable is Conscientiousness which is also significant $p = 0.000$, which is less than 0.05 ($p < 0.05$) and $t = 2.192$, which mean that any change in conscientiousness factor of teacher's personality will bring a positive change in student's performance at the university level in Pakistan. The value of β for it shows that 1% change in conscientiousness will bring 0.329% change in the output of a student. Hence, H_{A5} is accepted.

Finally, the last variable is Neuroticism in teacher's personality which is indicating a significant value $p = 0.000$, which is less than 0.05 ($p < 0.05$) and $t = 5.448$, which shows that Neuroticism has a significant impact. The value of β for Neuroticism shows 1% change in neuroticism will bring -0.252% change in performance of a student, which shows teachers anger creates a negative impact on student's academic performance. Hence, H_{A6} is accepted.

Overall Results

All the above tests clearly state that there is a negative impact of neuroticism on the academic performance of students, but all other variables show a positive impact on student's output. There is a relationship between teachers' personality and student's academic performance. So, on the basis of above tests results the following Hypotheses are accepted.

- H_{A1} : There is a relationship between teachers' personality and student's academic performance at the university level in Pakistan.
- H_{A2} : There is a positive impact of Openness (teachers' personality trait) on a student's academic performance.
- H_{A3} : There is a positive impact of Extraversion (teachers' personality trait) on student's academic performance.
- H_{A4} : There is a relationship between Agreeableness (teachers' personality trait) and student's academic performance.
- H_{A5} : There is an impact of Conscientiousness (teachers' personality trait) on student's academic performance.
- H_{A6} : There is a negative impact of Neuroticism (teachers' personality trait) on student's academic performance.

Conclusion

The study revealed that teachers' personality traits played a significant role in their classroom management styles even beyond their gender, educational level, years of experience, and area of specialization. As all predicted relationships were obtained and all were in the anticipated directions. Therefore, the findings of this study should be used to raise the awareness of both teachers and administrators at the university. Both teachers and administrators should realize that many factors, including teachers' personality traits, influence teachers to use certain classroom management styles. For this reason, both teachers and administrators should accept the fact that teachers will have different classroom management beliefs. Moreover, teachers should be conscious of the relationship between personality traits and classroom management styles because such a relationship may not only affect their classroom behaviors but also have a significant impact on a student's academic performance.

In general, the results suggest that different personality traits have different – both positive and negative - effects on different aspects of teaching performance and student's output. Therefore, teacher should ensure that they: 1) Dress neatly and appear decently before their student; 2) Study and have a good grip on the subject matter before appearing in front of the student to teach; 3) Create limits in their interaction with students. Display self-control and be very exemplary. Establish uncontroversial class rules; 4) Speak audibly, clearly and during their presentations taking time to give clear explanations and illustration with concrete examples; 5) Present subject matter logically and sequentially, and make use of instructional materials; 6) Avoid overreactions, sudden outburst of anger and show a high level of maturity; 7) Create rapport or relate positively to their students.

As discussed in earlier sections that there are few types of research conducted on teacher's personality in Pakistan. The future implication is that the students, teachers, education faculty members, and educational researchers could be empowered and encouraged to contribute articles and reports in education journals and periodicals and investigate this issue as part of higher study i.e. M. Ed, M. Phil and Ph.D. course assignment

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