



Vol. 5, Issue 3, 208-214, 2016

Academic Journal of Psychological Studies

ISSN: 2333-0821

ajps.worldofresearches.com

Teacher' Personality and Students' Learning Motivation

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A B S T R A C T

This study examined the relationship between Teacher' Personality and students' learning motivation. The Study population consisted of all secondary school teachers and students for the academic year 2015 in the city of Bandar Abbas in Iran. A total of 20 teachers and 80 students were selected as sample to Stratified random method. The data collection tool were Strategies of Classroom management for Teacher and students' learning motivation questionnaires. That classroom management strategies questionnaire by Teachers and students' learning motivation questionnaire Were completed by students. To test the hypotheses were used of correlation and multiple regression. The results showed significant relationship between relationship between teachers and parents with students' learning motivation in level ($p=0/007$), and relationship between planning and teachers support with students' learning motivation is significant in level ($p=0/05$). Regression results showed that the character of teachers (classroom management strategies) accounted for 27 percent of students' motivation to learn and relationship between teachers and parents predict significantly ($p=0/01$) students' motivation to learn. So teacher' personality in classroom related with students' learning motivation.

Keywords: Teacher' Personality In Classroom - Classroom Management Strategies - Students' Learning Motivation.

INTRODUCTION

Training is a learning-based experience to bring about relatively permanent change in a person to enable him in improving capabilities, changing skills, viewpoints and conscious social behavior^{1, 2}. Therefore, training is in fact changing peoples' viewpoints and skills³.

With a closer look to schools and their performance, it becomes clear that in the case of trifle differences in the structure and form of schools and the unity of the textbooks and materials, gross differences can be observed among schools, educational level and the students' results. With a little contemplation⁴, it can be easily discovered that there is another factor leading to the differences in

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DOI: [In pressing](#)

To cite this article: Jahangiri, M. (2016). Teacher' Personality and Students' Learning Motivation. *Academic Journal of Psychological Studies*, 5 (3), 208-214.

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educational level^{5, 6}, schools atmosphere and interpersonal relationships in these educational centers. Studies have been done recently on the effect of some non-educational aspects on the educational and character growth in students. Factors like the interrelations among students, their relations to their teachers and principal, their economic and social condition and many other factors may affect the students' success in education. Without doubt, teachers and principals have the most influence on the class and school atmosphere as the overall growth of students' character is tied to the organizational atmosphere of schools⁷.

Different definitions have been proposed for management, as they are important in the classroom behavior, some will be dealt with here. One of the acceptable definitions in classroom behavior is: the management is the art of doing activities by other^{1, 8}. somewhere else management is defined as working with others and by others to realize the organizational objectives^{2, 5, 8}. In another definition, the classroom management the leading of classroom affairs through: arranging class schedule, organization of job processes and the resources, the organization of the environment to improve efficiency, and supervising the students' progress and predicting the potential issues⁹. Therefore considering the fact that every person has special characters, behavioral specialties and unique character traits in congruence with social and group life with others, human, to have a relatively permanent behavior in his interactions, needs to have contact with his own internal and external environment¹⁰. Every person has a special viewpoint and logic under the influence of external incentives reacting to them and the internal actions and reactions including previous learning^{11, 12}.

On the other side, teaching technique is a subtle and sensitive art which bear an irreparable damage on the learner's character if any slip or fault happens and evidently every appropriate and thought-out behavior will bring a bright future for a person. Considering what has been mentioned, it can be inferred that a teacher must behave in a way to first keep his emotional and moral relation with his students and second control and manage class in the best possible way. Looking from another perspective, the teacher must be able to make proper decisions in the case of students' misbehaviors like boredom, the penchant for independent turning a blind eye to the class rules and regulations. These won't be realized unless the teacher has such character taking all these points into consideration to give a safe atmosphere to class and clearly this will motivate the students to try more in learning. To attain the objective, finding a proper answer to the following questions deem crucial.

METHODOLOGY

The participants of this study are 80 male students and 20 teachers of Bandar Abbas (in Iran) selected randomly out of 250 students and 35 teachers.

The thesis methodology is descriptive and inferential and the data were

collected through questionnaire (Eysenck Personality Inventory). To investigate the tendencies and the character traits of the examinees the abridged form of the Eysenck Personality Inventory was used.

After a short interview with students in familiarizing with questionnaire and the test purpose, they were assured that the questionnaire content and their responses are quite confidential and there is no need to write their names, therefore I could increase examinees honesty in answering. There was no time limitation for questionnaires.

Academic Motivation Scale (AMS): Academic motivation scale was used by Valrand et al to determine the kind of academic motivation of students in 1992. Academic Motivation Scale is designed based on self-regulation theory and it will review three aspects namely, intrinsic motivation, extrinsic motivation and lack of motivation. Academic Motivation Scale has 28 terms. This test is a self-reporting instrument and the respondent must indicate in a 7-degree Likert Scale that each term to what extent is effective on his learning. Valrand has reported the coefficient alpha of Cronbach of Academic motivation test as 86/0. Confirmatory factor analysis results indicated the good construct validity of Academic Motivation Scale. The reliability of the questionnaire in this research is reported equal to 88/0.

Classroom management strategies questionnaire: this questionnaire was set in 2012 by Incredible Institute and it is translated by the researcher. The purpose of this questionnaire is to evaluate the applied strategies by teachers in order to classroom management. This questionnaire includes four strategies and supposedly behavior in the class (3 items), Specific techniques of training (38 items), working with parents (10 items), and planning and support (8 items). In order to evaluate the reliability of the questionnaire a test-post-test method was used and the correlation coefficient of the questionnaire was equal to 83/0. The reliability of the questionnaire was reported by calculating the Cronbach's coefficient of alpha 76.

As to the separation of different operation stages and their descriptions, using the general terminologies as "primary data collection", "test samples preparation", "doing the experiments" was avoided. So it is needed to talk about the specification of resources, the data collection centers and facilities, activity types, materials, methods, standards and instruments.

The thesis methodology is descriptive and inferential and the data were collected through questionnaire (Eysenck Personality Inventory)

The kinds of analyses that were used included Pearson Product Moment Coefficient, which indicates the degree of relationship between two sets of numbers as well as the frequencies, percentage and means. . The data were analyzed by SPSS software.

RESULTS

Table 1. Mean and standard deviation of components of teacher personality

Components of training personality of teachers	Least	Greatest	Mean	Std. deviation
Behavior in classroom	5	35	25.13	3.136
Specific educational techniques	38	190	75.108	14.913
Teachers relation with parents	10	60	29.58	6.242
Planning and support	8	48	31.24	4.889

Exploring each one of the components of educational personality of teachers in classrooms according to the above table showed that mean behavior of the teachers in classrooms is equal to 13.25 (standard deviation 136.3), specific techniques of education is equal to 75.108 (standard deviation 913.14). Relationship of teacher-parents is equal to 58.29 (standard deviation 242.6) and mean of planning and support is equal to 24.31 (standard deviation is 889.4).

Students learning motivation

Table 2. Mean and standard deviation of students learning motivation

	Least	Greatest	Mean	Std. deviation
Students Learning Motivation	28	196	96.32	254.6

Examining the students leaning motivation according to the above table showed that students learning motivation mean is equal to 32.96 (standard deviation 254.6). To test the research hypothesis, the multiple regression test was use simultaneously and the results are as follow:

Table 3. The results of regression between teachers teaching personality and students learning motivation

Variable	Correlation coefficient	Determination coefficient
Teaching personality of teachers	0.521	0.27

The regression results in the above table show that coefficient of determination teachers personality order to explain students learning motivation is $R^2=0.27$.

Table 4. The results of regression analysis of variance of teachers teaching personality and students learning motivation

	Sum of squares	Degree of freedom	Mean square	F	P
Regression	133.04	3	44.347	3.329	0.01
Remainder	7910.757	396	19.977		
Sum	8043.798	399			

The results showed in continue that teacher teaching personality has a significant effect on students learning motivation according to $p = 0.01$

Table 5. The results of beta coefficient of methods of parenting of parents with factor of using excitements in students

	Beta	t	P
Behavior in the class	-0.158	-0.772	0.4
Specific teaching techniques	0.222	1.057	0.3
Relationship between teacher and parents	0.373	2.586	0.01
Planning and support	0.141	0.598	0.5

The results also show that the relationship between teacher and parent by the amount of $Beta = 0.373$, $t = 2,586$, $p = 0.01$ significantly have the highest power of prediction of students learning motivation in high school.

CONCLUSION

This research has took place with the purpose of determining the relationship between educational personality of teachers and students learning motivation in high school. The results in this research showed that teacher educational behavior (class management strategies) can play role in explaining the students learning motivation. In fact results in this research is explaining that class management strategies play a significant role as an effective factor in the procedure of growth and development of students in explanation of students learning motivation in high school. Kunter et.al¹³ found that class management and teacher educational personality is related with individual achievement motivation and psychological factors and in other words they have roles in explaining the psychological factors. It seems that the effect of teacher and his role in

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development and growth of students is done through his management strategies¹⁴. Strategies that teachers perform in various fields plays an important role in explanation of students' motivation to learn.

The results also indicate this subject that the relationship of teacher with parents has the most important strategy in explaining the students' motivation to learn and in other words teachers who work more with parents, their students have the higher motivation to learn. Parents along with teachers are the basic elements in training students and developing and fostering their psychological aspects that cause psychological growth and excellence. Hence, increasing teacher-parent interaction can play the role of coordination and proper alignment in order to increase the students' motivation for learning.

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