

## **Teachers Personality Traits and Students Discipline in Lagos State**

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### **Abstract**

*This study examined teachers' personality traits and students' discipline. The purpose of this study was to investigate the influence of teachers' personality traits on students discipline in order to achieve educational goals and objectives. Teachers' personality trait plays a significant role in accomplishing students' discipline in and around the school. Teaching and learning have a major part in creating a friendly and encouraging learning environment for students. Teacher personality can affect student learning outcomes via the psychological environment of the classroom. How and why one differs from another is an important part of the study of personality. When the psychological traits of personality are achieved within the teacher, one is more likely to be motivated to achieve, cooperate and take on new challenges. It is important for a teacher to have a sound personality trait which will reflect upon the students' discipline. The researcher concluded that personality trait of the teacher is the key component of teacher professional attitude which would have significant influence upon student's discipline. The researcher recommended that teachers should imbibe the trait of conscientiousness which is the strongest predictor of all the five personality traits in order to ensure job performance through student's discipline.*

**Keywords:** Teacher, Personality Traits, Student, Discipline, School

**Word Count:** 198

### **Introduction**

Teacher's personality plays a significant role in accomplishing students' educational achievement. Teaching and learning have a major part in

creating a friendly and encouraging learning environment for students. In this context, the current research was conducted to explore the influence of tutor's character on pupils learning and accomplishment. Teacher personality can affect student learning outcomes via the psychological environment of the classroom. How and why one differs from another is an important part of the study of personality. When the psychological traits of personality are achieved within the teacher, one is more likely to be motivated to achieve, cooperate and take on new challenges. It is important for a teacher to have a sound personality skills which will reflect upon the students.

Effectiveness of teaching depends upon six components i.e. appreciating and encouraging students, respect for student personality and equality, social interaction, professional enthusiasm and motivation, occupational or professional attitudes, and reflective interaction (Stronge, 2007). Improvement in competencies of teacher is either possible when a teacher properly planned for teaching, maintain classroom environment and maintain personality (Wilson, 2011).

Professional attitude of a teacher during teaching in classroom can be judged from his personality, knowledge, communication and management skills (Chek and Pandey, 2016).

Students' academics affect the different aspects of professional attitudes of teachers. Personality is also among the aspects or perspectives of teachers' professional attitude affecting the students' academics.

Quality of physical education depend upon the quality of physical education teacher (Chek and Pandey, 2016). It means that if the teacher is of high quality such as having good personality, good lesson planning, good communication and managerial skills than he easily promotes the field of physical education by producing a competent student. "Quality physical education lesson = Quality physical education teacher" (Yaylac, 2012).

Personality of teacher significantly contributes to academics of the students. Both personality of teacher and motivation of the students in academic activities have significant co-relation (Mohammad, Abraham and Singh, 2011). Therefore, to improve and promote a student's study, motivation, interest and discipline can be reached by the good quality of a teacher's personality skill (Kheruniah, 2013) Personal qualification of teacher effects students' academics. Students learn more from those teachers who has a good personal qualification and experience. It is

necessary and important for physical education teacher to clarify all the topics for students, remain patient with students and promote the confidence level of the students.

Teacher is considered a role model for students (Mohammad, Abraham and Singh, 2011). If teacher maintains his/her personality, update knowledge, maintain class management, and adopt good communication skills during the lecture then it not only helps the students to learn well but will improve overall academics performance of the students (Chek and Pandey, 2016).

The quality of education depends on the teachers professional skills as reflected in the performance of their duties. Overtime, students' academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching (Ajao, 2001). Teachers have been shown to have an important influence on students' academic performance and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). It is not a gainsaying that both teaching and learning depend on teachers, as an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001). Considering governments' huge investment in education, its output in terms of quality of students has been observed to be unequal with government expenditure. Consequent upon this, the researcher observed that lukewarm attitude of some teachers to work, has been attributed to poor academic performance of students.

### **Statement of the Problem**

There have been series of reports about the character of teachers and the most worrisome above all is their poor teaching skill, professional misconduct and students' indiscipline. Specifically, most of the institutions in Lagos are bedeviled with the following problems: the stakeholders in education apportion blame on students' lackadaisical attitude towards their studies as a major cause of failure. While, teachers were also apportioned blame for habitual dereliction of duties in pursuance of external financial business purposes, lack of dedication to their jobs, lack of knowledge of subject matter, having carnal knowledge of their students, extortion of money from students with the mindset of increasing their academic record, poor attitude to control classroom

with superfluous students population and finally, lack of pedagogical skills toward academic performance of students. The above problems are major concern of the study.

### **Aim and Objectives of the Study**

The purpose of this study is to:

1. Examine the influence of teachers' personality traits on students discipline in Lagos State.
2. Examine the influence of teachers' moral attitude on students discipline in Lagos state.
3. Determine whether teachers' classroom management have influence on students discipline in Lagos State.

### **Research Questions**

The following research questions guided the study.

- i. Does teacher's personality traits have influence on students discipline in Lagos State?
- ii. Does teacher's moral attitude have influence on students discipline in Lagos State?
- iii. Does teacher's classroom management have influence on students' discipline in Lagos State?

### **Significance of the Study**

The findings of this study will be useful to all stakeholders in education. With this, Policy makers, non-governmental organizations, parents, teachers, students and other stakeholders in education are more concerned with the employment of qualified and professional teachers in Lagos State. The findings of this study are expected to serve as basis for further study in this area of concern, broaden student's knowledge and improve the teaching skills of teachers in various subjects/ courses at tertiary institutions of Lagos state and Nigeria at large. Therefore, the researcher's findings will bridge the gap between academic performance of students in Lagos State and the quality needed for teacher's effectiveness in handling their subjects across the State.

### **Literature Review**

#### **Teachers Personality**

For a teacher, personality trait will appear as a hidden curriculum, which affects how to teach and educate. This phenomenological research

aimed to interpret the characteristics of effective teachers' personality in strengthening character education.

Adeogun (2001) stated that the quality of the educational system depends on the quality of its teaching staff and that a school without human resources may not be able to achieve the goal and objectives of the educational system.

Eggen and Kauchak (2001) posited that, positive teachers attitude are fundamental to effective teaching. They identified a number of teachers attitude that will facilitate a caring and supportive classroom environment. They are enthusiasm, caring, firmness, democratic practices to promote students responsibility and use of time for lesson effectively. Teachers establish efficient routines and interact freely with students and providing motivation for them. Ehindero and Ajibade (2000) asserted that students, who are curious stakeholders in educational enterprise, have long suspected and speculated that some of their teachers lacked the necessary professional qualifications. That is, skills, techniques, strategies required to communicate concepts, ideas, principles in a way that would facilitate effective learning. They believed that these deficiencies contribute significantly to the growing rate of failure and subsequent drop out of students in tertiary institutions. These observations by stakeholders necessitated the need to investigate the effects of teachers' professional traits such as professional qualification, teaching skill and techniques necessary for teaching and learning in tertiary schools on academic performance of students.

Teachers' personalities certainly have high expectations for student success. Previous research showed that teachers who have high expectations differ in influence from those who have low expectations of achievement. Teachers' personality continued to change throughout life due to genetic and environmental factors, including cultural context. Specific personality traits contributed to effective teaching. There was a significant relationship between teacher personality types. Intuition-sensing temperament types were the best predictors for teaching effectiveness. Students like intuition and thinking while learning and teachers like intuition, thinking, and feeling while teaching (Smith, 2019)

### **Teacher's Personality Traits**

John and Strivastava (1999) mentioned the big five personality traits as; openness, conscientiousness, agreeableness, extraversion and neuroticism. He explained that of all the five traits, conscientiousness is

the strongest predictor for job performance, as it includes; competence, organized, dutifulness, achievement, striving, self-discipline and deliberation.

Being concerned that the role of teachers will be replaced by information technology and artificial intelligence in the era of industry 4.0, the Indonesian Ministry of Education and Culture launched a discourse on strengthening learning innovations by giving teachers the broadest possible role. This is indeed an interesting discourse because teachers are the spearhead in a large system of education that interacts with students. Teachers have a major role in building students personality and they are learning managers (Bamgbose, 2015).

Theoretical and research literature that discuss personality and learning have been done for almost a century. Among the results in this century was the findings of Stanton in 1974 that students tend to do better under the teaching method, the latter seeing themselves as more tense and anxious than students tending to perform better under the previous method. Next research by Murray and his colleagues in 1990 studied 29 personality traits of teachers in learning at university, among the results were specific personality traits that contributed to effective teaching that were significantly different for different types of courses (Kims, 2018). Such high demands for teacher roles have occurred perhaps since the emergence of the title of teacher, among which are expressed in the book "Teacher Self-Evaluation: Teachers in Their Own Mirror" published 1993 that teachers were asked to develop high-level thinking in students and help them develop independent learning. They were also responsible for the moral development of their students.

Other studies investigated the relationship between personality and teacher effectiveness. Findings showed a significant relationship between extroversion personality traits and teacher effectiveness. ( $r=0.28$ ,  $p<0.05$ ) and no significant relationship between teacher effectiveness and personality trait of openness to experience ( $r=0.05$ ) (Mamman, 2015). Other studies reviewed 47 published studies and looked back to online teaching and learning since 2008, found motivated interaction between instructors and students, instructors who were well prepared and fully supported would stimulate ongoing discussion. This showed that because personality traits were more sedentary, they continuously influenced the flow of learning and then on learning achievement. Research results in 2017 showed that teachers who taught

empathically helped students to grow in facing various challenges at various levels (Smith, 2015).

Findings of teacher personality obtained in the context of current personality theory can serve as the best starting point for a more comprehensive theory of teacher personality psychology in educational psychology, especially when considered together with current knowledge of small social group management and aspects of learning and development theory. As such, the current review can serve as a basis for a separate field in school psychology that focuses on the psychological aspects of the pedagogical profession. Study conducted by Khan and his colleagues in 2016 revealed that there was no significant effect of the combination of both personality traits and learning styles on the prediction of academic achievement among school students. The same thing applied to differences in personality traits and learning styles between male and female students which is not significant too. Personality competence has an effect of 26% on learning achievement in economics, the use of multicultural-based short story appreciation, which is part of the personality of openness, is more effective than the use of textbooks to teach prose-fiction appreciation (Obanya, 2004).

### **The Relationship between Character Education and Teacher Personality**

Based on the explanation, it can be seen that personality competence is a personal or personal ability of the teacher that reflects a mature, solid, dignified, stable and wise personality. This kind of character will certainly lead to modeling concepts for students. Teachers who are fond of personality will tend to be used as examples by students (Obanya, 2004). In religious teachings, it is identical to the concept of *uswatun hasanah* (a good role model), where the teacher who teaches must provide a good example in his faithful words and deeds. The teacher's personality competencies will certainly make students feel happy, comfortable and interested in the lessons that are delivered. In the end, the teacher's goal in providing subject matter will be more easily accepted and the results will be maximized. The relationship between teacher personality competence and character education will certainly be carried out well if the teacher also has good personality competence.

### **Concept Discipline**

Discipline is derived from a Latin word "disciplina" which means management, education, practice, rule teaching, trained condition. Discipline is the practice of training people to obey rules or code of behaviour.

Raffini (1980) defined discipline as the process of maintaining order by assisting learners to discover the value, utility and necessity of obeying reasonable rules and procedures and to assume responsibility for their behaviour. In the broader sense, discipline implies not only external discipline but a personal or inner discipline prompted by spiritual acceptance of disciplined behaviour (Van Rensburg, Kilian AND Landman, 1994). It denotes restraint by means of positive guidance, by indicating the correct way and ensuring adherence to the correct way. According to Webster (1968:4) discipline denotes the development within individuals of the necessary personal controls to train themselves for adult life and develop their personality. Mabeba and Prinsloo (2000:34) concur and state that discipline may qualify as an integral part of effective educational effort in which the educators and parents help a child who is supported and guided towards a degree of self-actualization and a responsible, joyful adulthood.

According to Rich (1982:171) and Savage (1991:7) disciplined people have orderly habits, are able to observe the rules of conduct and can exert self-control in learning duties. They show relevant, intellectual, worthwhile standards. Burgan and Rubel (1980) posit that children should be instilled with concern for the rights of others, with respect for peace and order and with an understanding that law enforcement officers are friends, not enemies. Too many children today are not being taught these values at home, so educators should make an effort to reach them with the message at school and in classroom situations. To maintain good discipline, educators should know and understand the characteristics of discipline.

### **Teachers Personality Traits and Students Discipline**

Generally, personality consists of various kinds of characteristics, beliefs, states of mind that distinguish one person from another. It is constant and structured collection of mental traits and mechanism of human beings which influence their communication with their physical, psychological and social environment. Binti (2014) defines personality as comprising opinions, morals, attitudes, character, skills, self-confidence,



intellect, inspiration, behaviours and so on. Mkpanang (2015) illustrated that personality refers to external and observable characteristics. Arbabisarjou, Sourki and Bonjar (2016) characterized personality as a compound and a set of fixed and stable qualities of an individual which distinguishes him from others. Kırkağaç and Öz (2017) depicts that personality encompasses beliefs, passion and conduct of an individual with mental and spiritual instruments.

Srinivasan and Xavier (2015) view that trait is a particular characteristic of behaviour which characterizes the individual to a huge extent about, and which is a fairly continuous time of period. Zargar (2013) explored that personality trait that is linked with intelligence, stable emotional behaviour, and attitudes that are mostly associated with successful teachers. Troncone, et al. (2014) identified extrovert people as more inclined to socialization, chattiness, dynamism, activity, and assertiveness. For instance, they communicate with others physical activities. Onyekuru and Ibegbunam (2015) said that personality traits are characterized as a whole of the ordinary and persevering methods for acting, thinking and feeling that makes a man moderately reliable in all circumstances.

Onyekuru and Ibegbunam (2015) stated that introversion in an individual is concern just with his own life and that is it. An introverted individual does not bother about others and is not involved in what is happening around. Such people share less experience with their personal company and in no way discover them during clubs, events, and conventional gatherings. They generally do not like to work with many friends and have a tendency to rely on few ones.

Ongore (2014) stated neuroticism incorporates characteristics like apprehension, ill humor, and gum-based paint mindset, nervousness, moodiness and tempera mentality. Onyekuru and Ibegbunam (2015) expressed that neuroticism is a condition in which people are inclined to opposing reflection like crime, jealousy, uneasiness, blame, and so forth. Such people are frequently in a condition of melancholy. They generally look at the negative sides of life. Musili (2015) stated that emotionally stable individuals show that they are peaceful, protected, stressfree, self-righteous and robust. According to Arbabisarjou, et al. (2015), emotional stability means the degree to which the people are warm and pleasing as against violent, unfriendly and unpleasant behaviours. Ghani, (2016) explained that kindness has positive critical indicators with working

connections. It is a feeling of being charitable, available, constant, attentive and warm.

Ongore (2014) stated that openness incorporates characteristics, like creative energy, interest, and innovativeness. Ma'amor, Yunus, Hashim, and Haque (2016) added that openness among people is liable to acknowledge change, learn and increase innovative experience that results in a constructive relationship with employment fulfillment. Individuals with solid openness quality are biased toward experimenting with new encounters and ready to acknowledge new difficulties and achieving better job performance. In the educational setting, a teacher is a person who helps students to inculcate knowledge, skills, and values. Inelmen (2011) stated that students' achievement can be measured by the effectiveness of a teacher's influence. Level of effectiveness depends on teachers' knowledge, teaching skills, experience, confidence, and positive attitude toward the well-organized classroom and intellectual capacity. Knowledge of the subject, personality, and self-confidence are the main factors affecting students' positive outcomes. According to Ozden and Eryilmaz (2011), positive attitude of tutors regarding student's performance and teachers' high-quality methods can improve student's performance. Awan (2011) stated that teacher is the mirror of an educational system. Teachers' mood and behavior influence the student's success. Slater (2013) states that teachers' personality has a direct influence on students' way of thinking, inspiration, attitudes and their academic achievement. Guner (2012) mentioned that achievements of students are influenced by teacher's behaviour. Eryilmaz's (2014) study determined that positive attitude of teachers regarding student performance, teacher's high-quality method, can improve student success.

Eyong, David, and Umoh (2014) cleared that the qualities of teacher's diligence are more reliably focused on student's academic performance, which is possibly related to deliberation, control, association and setting of the objectives that such alternatives usually show. Tutor's personality consists of various inner traits, which reflect his expression of morals, opinions, behavior, and attitude, (Hashim, et al, 2014). According to Mohammad (2015) teachers play an important role in education system. Teachers' personality has significant role in improving students' learning achievements in a broad spectrum of the teaching-learning process. It promotes friendly, satisfactory and encouraging learning environment for students.

Mkpanang (2015) recognized teachers as the most critical part of the learning process. The competent teacher surely influences the educational progress of his/her students in several manners. Demir (2016) viewed that competency incorporates the states of mind, knowledge and aptitudes and teacher must have these skills. Teachers' competency depends upon the points mentioned above. They also mentioned various common features of teachers' quality with respect to students' individual identities. Equality, social collaboration, appreciation of students, professional enthusiasm, motivation, positive state of mind and reflective connection are some of them.

Slater (2013) stated that teachers' personality has a direct influence on students' way of thinking, inspiration and attitudes that influence their academic achievements. As a person, every teacher has distinctive characteristics and consequently possesses a different personality. Mohammadi (2015) claimed that teachers' personality has a profound effect on learners' creativity and their learning triumph. Gao and Liu (2013) stated that personality apprentices of an active teacher improve the school outcomes and maximize student academic achievement. Professionally competent teachers often had pleasant outlook, dynamic and fun-making personality, and are usually among the list of popular teachers. Their students look forward to attending their classes and get inspiration from their lectures.

Mkpanang (2015) stated that emotional stability is a necessary element of competence of a teacher. He stressed that teachers must remain emotionally coherent in order to change students' understanding that leads to the question of the teacher's personality. Garcia (2010) showed that friendly relations with students and teachers often increase students' academic performance because the rapport between pupils and instructors makes valuable predictor motivate the students based on their academic performance. Yunus, Osman and Ishak (2011) described that optimistic teacher-student relations increase motivational level and also improve their academic achievement. They achieve outstanding grades in those subjects when taught by their beloved teachers. It means the close association with teacher helps and motivates students in their learning. According to Blazar and Kraft (2017), teachers enhance grades and deliver useful environment that donates pupils' communal and expressive growth, and school behaviour.

Akinyemi, Shittu, Faduyile and Orunbon (2017) discovered that a significant relationship exists between teachers' knowledge of the

subject matter and students' academic performance in Lagos State public senior secondary schools.

### **Conclusions**

It is indispensable to note that the heart of Nigerian educational system was the teacher and those teachers were the major predictors and determinants of students' discipline and academic performance. Obanyan (2004) posits that teachers are considered instrumental to translating content standards into teachable classroom lessons, the teachers remain a constant factor in the successful implementation of any educational programme. In conclusion, the researcher opined that disciplined professional teachers and thoroughbred classroom managers with educational qualification played pivotal role in students' discipline. From the study, it was concluded that employing unqualified teachers in the school system can affect students discipline hence, academic performance of student.

### **Recommendations**

The researcher suggested the following recommendations:

1. Teacher education certification status should be reviewed to meet up with global educational standards at various levels of the educational process.
2. Government should create more opportunities for creative teachers through technological innovation, organizing seminars, workshops and periodic training.
3. Government should employ more qualified teachers that have registered with Teachers Registration Council of Nigeria (TRCN) to teach the core subjects in public senior secondary schools and tertiary institutions and transfer unprofessional teachers to other ministries of their status.
4. Lagos State government should not relent on their efforts to constantly organise seminars and encourage teachers to be organised, thorough, dutiful and be self- disciplined in the discharge of their duties.

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