

EFFECTS OF TEACHER (PERSONALITY & METHODOLOGY) ON STUDENTS SUBJECT SELECTION AT SECONDARY LEVEL

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ABSTRACT

The study was design to investigate the effects of teacher personality & teaching methodology on students „subject selection at secondary level. The aim of the study is to check the effects of teachers (personality & methodology) on student’s achievement. Teacher plays a vital role in student’s life and also one main source of motivation. For this purpose, secondary resources were used. A sample of my study consist of one thousand one hundred and sixty (1160) Participants’ was drawn through cluster random sampling six hundred & eight (608) pupils of study are from eight public schools and five hundred & fifty-two (552) pupils from six private institutes of Lahore in which 525 were male and 635 were female students for my sample

Questionnaire were used to collect the responses on five point liked scale from strongly agree to strongly disagree. Data was analysis by using correlation & t-test. Then analysis data was interpreted in table and descriptive from finding were drawn and conclusion was given.

Teacher influence is positively correlated to the student performance and interest. There is a week relationship between them. There is no significant difference between the male and female students with the teacher influence, motivation and interest. There is a significance difference between the public and private student with the teacher influence and motivation.

Keywords: *Teacher personality, Teaching methodology, Motivation, subject selection, Secondary school*

Introduction

Teacher has great influence on student’s academic choice. Teacher’s behavior and way of teaching influence the student either positively or negatively. Teachers are the second important personality after parents which affect student’s life. Student’s performance is mostly based on teacher student’s relation. A significant figure of study specifies “educational attainment and student performance are subjective by the value of the teacher and student connection” (Jones, 1995). Students performances are depend upon the degree of the relationship or connection between students and teachers.

Student’s performances are mostly based on teacher student’s connection. Students who are in poor relationship with their teacher perform poorly in their assessments. According to Stipek (2002), mostly children having poor relationship with their teacher perform less than others. Teacher expectations from their students can also affect students’ performance. According to Tyler & Boelter (2008), research positive visions of ^{teacher} for their students were related with high academic achievements whereas negative prospects decline their academic achievements.

The teacher should tell motivational stories to their students to encourage them to achieve their goals. Theobald (2006) advice teachers to share their success stories with your students it encourages them to perform well. Educators and managements of all groups and ranks should understand their roles in the current setting of education. According to UNESCO (1975), report teacher should understand that they play an effective role in the revolutions of education system and society. Denton and Lacina (1984) conclude that between teachers' knowledge positively affects student performance in examinations.

Academic achievements can be defined as the obtaining marks of the students in their exams. Academic achievement can be defined as, "a formally gather knowledge in school subjects, which is mostly represented by percentage of marks obtained by students in examinations" (Kohli, 1975). According to Feldman, (1989) and Murray, (1991) student achievement are highly correlated with expressiveness and, significantly, organization.

Student's achievements are affected by many factors like parent's motivation, teacher encouragement, peer relation, and also with individual self-confidence. Wenglinsky (2002, p.45) found that "Many studies finding positive correlation between students' high level of achievement and teaching experience."

Statement of the problem

Teachers play a vital role in student's life. There is an equal chance of positive and negative effect. Teachers are nation builders they can give you the wing to fly or let you be to live like a prisoner. It's all about mind making teacher can give you confident to fly and degrade you by saying that you can't do anything. The statement of the problem is, "Effect of teacher (Personality & methodology on students' subject selection at secondary level".

Objective of the study

Objectives of the study are:

1. To checked the influence of teacher personality on subject selection at secondary school students.
2. To checked the degree of influence of motivation students get from teacher on subject selection at secondary school students

Hypothesis

H1: There is a significance relationship between teachers (teaching methodology & personality) on students' subject selection.

Significance of the Study

The purpose of the study is to examine the influence of teacher personality and its teaching methodology on students' academic choice. How teacher influence the student's personality behaviors and their way of thinking. The student's belief on their teachers can effect on their lives and thinking ability. This study will help us to improve teacher training regarding's classroom management and how we can improve the student's teacher relationship.

Review of Literate

Teacher Influence

The student spends most of their time at an educational institute. The people they mostly attract with in institute are teachers. Queensland College of teacher(2005), state that, "a „teacher' is a person who delivers an educational program, assesses student

participation in an educational program and administers or provides consistent and substantial leadership to an educational program”.

An experience teacher can teach better than an inexperienced teacher because they better know how to react or control different situations. Hanushck & Kain (2005, p.24) mention that “Students taught by experienced teachers perform better than students of an inexperienced teachers”.

A good teacher can bring up students to be a good citizen and also a good human. Bolman & Deal (2002), state that “Good teachers put snags in the river of children passing by, and over time, they redirect hundreds of lives. There is an innocence that conspires to hold humanity together” (p. 124).

Teacher emotionally support to the students makes them more confident. Teacher who “provide emotional support, reward competence, and promote self-esteem” proved helpful for learners to respond in tense occasions (Werner, 1990). Teacher support to their students’ effect students’ performance positively. Most of the problematic behavior by the students is because of the poor teacher student’s relationship. Students’ problematic behaviors such as lack of concentration attribute depend upon the quality of the teacher student’s interactions. (Pianta 1991).

Teacher’s behaviour and way of teaching influence the student either positively or negatively. Teachers are the second important personality after parents which affect student’s life. Whitaker (2004) proposes that educators are the first and maybe most significant resource in an understudy’s life. Student’s performance is mostly based on teacher student’s relation. According to Jones, (1995), instructive accomplishment and understudy execution are emotional by the worth of the instructor and pupil’s association. Students performances are depending upon the degree of the relationship or connection between students and teachers.

If teacher teaches well and his behaviour towards students is good, student will take interest in his subject and pay his full attention in order to achieve higher position in the respective subject. Murray and Staebler (1974) revealed that educator’s accomplishment was straightforwardly associated with understudy’s accomplishments. Teachers are the main source of student’s inspiration and motivations towards their achievements. As Stake and Norman (1985) detailed that instructor attraction straightforwardly associated with scholastic turn of events, fearlessness and motivation.

Teaching learning process can be more affective if teacher is emotionally connected with their students. According to Whitaker (2004), it is important for teachers to Connect with their students, emotionally to influence their mind. According to Tyler & Boelter (2008), elementary, middle, and high school students’ performance is strongly and reliably predicted by teacher expectations.

Student’s performances are mostly based on teacher student’s connection. Students who are in poor relationship with their teacher perform poorly in their assessments According to Stipek (2002), Most children who struggle academically have bad relationships with their teachers. Educator expectations from their students can also affect students’ performance. Tyler and Boelter (2008) found that research showed that students who had high expectations of their teachers were more likely to perform well academically than those who had low expectations.

According to Skinner (1993), a positive relationship between the teacher and the student influenced learning. He also states that student try to perform well because of the feeling of connectedness with their teacher. Marzano, (2008, p.1) state the nature of instructor pupil’s connections is the cornerstone for any remaining parts of study hall the board.

According to Westhuizen & Coetsee (2005), an efficient workplace culture can lead to increased learning outcomes, decreased rates of student failure and dropout, effective discipline, and consistent attendance. According to Carter (2000, p. 18), the most exact measure of a student’s academic performance is teaching quality. He also

states that master teachers hold high standards for their students and believe in a culture of achievement. Teacher's behavior towards their students probably affects the students' performance. The way of behaving and demeanor of pupils are impacted by the way of behaving of their educator's (1991).

Boss and Vaughn (2002) say that teachers need to look for positive or desirable behaviors in their students and tell them that positive feedback may encourage them to act in a positive way. Teacher student's relation may also create some discipline problem for teachers. Generally, teachers who inspire their students have rarer issues with self-restraint than others (Wiseman & Hunt, 2001).

Ruby Payne (2003, p.11) agreed that, "we can neither excuse students nor scold them for not knowing; as educators we must teach them and provide support, insistence, and expectations". Teacher believe on their students can motivate them positively and they try to perform well in their exams and assessment. Wiseman and Hunt (2001, p. 48) mention that students perform well if teacher have belief on their student's ability. The teacher should tell motivational stories to their students to encourage them to achieve their goals. Theobald (2006) advice teachers to share their success stories with your students it encourages them to perform well. Teachers and administrators of all categories and levels should understand their roles in the present context of education.

Teacher positive behavior had good impact on student's achievements. Rowan & Miller (1997) report a positive relationship between student achievement and teacher behavior. Teacher should be motivated and know every strategy to engaged students in teaching learning process and also know that how to make learning fun. Teacher guidance was the strong predictor of academic expectancy, student's interest. Teacher's communication, attitude and behavior with student's effect teacher student's relationship in both positive and negative manner. All depend upon how hardly or softly teacher behaves with their students. Educators can manifest a good bond with pupil by interactive properly and given them a feedback. Admiration among them makes both feeling passionate while teaching learning process.

Additionally, Harris (1998), studies on viable educating inside the "artistry" custom of teachers emphasizes the significance of positive and crucial connection between teachers and pupils. A combination of met investigations and surveys examination work of Haertel, & Walberg (1993) gives proof for certain relationship among accomplishment all of the referenced homeroom drills attributes. Over the past two decades, the educational literature has also paid a lot of attention to instructing styles that frequently mirror instructors' perspectives on coaching and knowledge as well as their ideal way of acting. According to Aitkin & Zuzovsky (1994), there is some evidence that teaching styles can help explain how teachers influence student achievement and perspectives on subjects, and that students' learning can be significantly affected by how they behave and how they teach. (Wentzel, 2002). Inside the custom of instructor thinking, research on educating and educator training as well as exploration on educator change accentuate the meaning of educators' convictions, considerations, decisions, information, mentalities, and hypotheses for educating practice (Shuell, 1996).

According to Aitkin & Zuzovsky (1994), there is some evidence that different ways of teaching can help explain how teachers affect student achievement and perspectives towards themes and instruction conduct and instruction ways can have a significant effect on understudy learning (Wentzel, 2002). Inside the practice of instructor thinking, research on educating and educator's education as well as studies on teacher change emphasize on significance of teachers' opinions, beliefs, judgments, understanding, approaches and instruction training concepts (Shuell, 1996). Also, in 2001 research by Maxwell found that, even after adjusting for the belongings of status and instructor education, instructor opinions could account for some of the differences

in classroom practices (11%).

Instructor adequacy research has shown that there are explicit educator rehearses that are connected with understudy results. Brophy and Good's seminal research (Brophy 1988; Great and Brophy 1997) has distinguished explicit instructor ways of behaving that are connected with more noteworthy increases. These investigations endeavored to recognize the attributes of educators that make them educationally viable for pupils from assorted foundations in the wake of concentrating on high-performing instructors. Educator practices, for example, higher level addressing and connecting with homeroom conversations are two instances of viable instructor qualities. A later line of exploration related with instructor rehearses has been led by Marzano et al. (2001). Based on the findings of publications analyzed in a meta-form gathered over the last three decades, these researchers have determined the strategies that work best. Nine groups of tactics that have significant impact on student achievement were found in their research. The creators have accentuated, in any case, that no educational procedure functions admirably in all circumstances. As a result, a strategy's efficacy is partly determined by a teacher's skill in implementing the strategy, the context in which it is used, and previous achievement levels. According to Marzano et al., the nine instructional strategies are merely tools and not rapid fixes for refining instruction and knowledge (2001).

Numerous unanswered questions remain from earlier studies based on years of skill. Teaching space with an advanced proportion of qualified instructors (expressed as years) implemented better, according to Ferguson (1991). Wayne and Youngs (2003) saw that as the majority of the examinations they evaluated on understudy accomplishment and instructor experience produced beneficial outcome of educating skilled. On the other hand, they added that because educator skill is frequently influenced by market forces and external factors, it is difficult to generalize the findings. Teachers in subjects like mathematics and the sciences can expect to earn more and receive more benefits from private sector labor markets. Likewise, more experienced educators are bound to be attracted to advanced execution institutes, and the instructive area work markets could draw in educators with the most elevated training fulfillment into school positions of authority or focal office authoritative positions (Cochran-Smith and Zeichner 2005).

Teacher should be supportive for their students; it will improve students confident and motivate them to perform well in their assignments and exams. Teacher should have good knowledge about lesson planning and strategies to make teaching learning process more interesting and effective. Teaching literacy (knowledge) associated with better learning environment that positively effect on students (Berliner, 1988; Shearer, 2001).

Teacher motivational level also effect student's performances. it is important for educational institute to motivate their teacher if they want to improve their students' performance. For teacher motivation institute should offer good pay, other incentive, and appreciation on good work. Low motivation affects teacher performance that's leads students towards poor performance (Dornyei, 2001). Harland & Kinder (1997) suggested that well qualified teacher's students were impartial, tolerant, adoptable, and challenging.

Teachers are more important than students because a good teacher can give bright future to the student as well as the nation. Teachers are nation builders they can give you the wings to fly or let you be to live like prisoner. It's all above mind making teachers can give you a confident to fly and degrade you by saying that you can't do anything. Student's belief on their teacher affect more on their lives and thinking that is why teacher should be very careful in their acts and words. According to Whitaker (2004), teacher is more important than students in any educational system. They should

have a strong belief on their relationship with their students. Many researchers identified that educators' academic and professional qualification had significant effect on pupils learning outcomes. Warwick and Riemers (1992), state that teachers' qualification positively effects on student achievements.

METHODOLOGY

We discuss method and procedure of the study including (type of the sample, description of the instrument and data collection procedures).

Nature

This study was descriptive (survey) in nature.

Population

The population of the study was high school students of Lahore district to whom the result of the study will be generalized.

Sampling

Sample of our study were 9th grade school students of Lahore. A sample of 1160 students was drawn through cluster random sampling 608 students of our study is from eight public and 552 students from six private schools of Lahore.

Table 3.1

Subject wise sample

Name of the program	No. of students	Female	Male
Science	844	391	453
Arts	316	244	72
Total	1160	635	525

This table shows our sample that we choice 844 science students in which 319 are female and 453 are male, and 316 arts students in which 244 are female and 72 are male.

Table 3.2

School wise sample

No	Public school	Private school
1	City district GHS Harbans pura,	Pak. Grammar school for boys harbans pura
2	City district GGHS Harbans pura,	Pak grammar school for girls harbans pura
3	GGHS cantt	Society public school for boys mughal pura cantt
4	Islamia school for boys cantt	Society public school for girls mughal pura cantt
5	GHS modle town,	Divisional public school model town
6	GGHS model town	Lahore learning school gharishsho
7	Govt. Iqbal high school for boys ghari shaho	
8	Shaik Sardar girls high school ghari shaho	

This table shows schools wise sample that we choice eight public school and six private schools

Development of the instrument

The instrument was constructed according to the objectives of the study and related literature. A questionnaire was formed in two parts. First part is about demographics information and second part consists on statements' related to the indicators of the study.

Data collection procedure

Data was collected by the researchers by personal visits. The instrument was distributed among the students of each discipline randomly. The whole activity was done under our own supervision. All the Eight School was visited personally. The time consumed for completing the data collection procedure was approximately 8 days and 10 mints per form.

Reliability

Reliability of questionnaire was checked by Cronbach's alpha which is 0.789

ANALYSIS AND INTERPRETATION

Correlation of subject selection and teacher influence

To check the relationship between the subject selection and teacher influence we used the correlation coefficient

Table 4.1

Correlation between subject selection and teacher influence

	teacher influence
Pearson Correlation	-0.023
Sig. (2-tailed)	0.430
N	1150

The relationship between subject selection and teacher influence was investigated using Pearson-moment correlation coefficient. There is a negatively weak correlation between the two variables, $r = -.02$, $n = 1150$, $p > .0005$, with high level of subject selection associated with lower level of teacher influence.

Table 4.2

Effect of teacher influence on male and female students on their academic choice

Gender	N	Mean	SD	t	df	Sig
Male	519	10.84	3.74	2.77	1148	0.006
Female	631	10.21	3.88			

Table 4.3 an independent sample t-test was run to compare the mean scores of teacher influence on male and female. There is a significant difference in scores for males

(M=10.84, SD=3.74) and females (M=10.21, SD=3.88); $t(1148) = 2.776, p = 0.006$ (two-tailed).

Table 4.3

Effect of teacher influence on science and arts students on their academic choice

Gender	N	Mean	SD	t	df	sig
Science	834	10.55	3.893	0.810	1148	0.355
Arts	316	10.35	3.676			

Table 4.3 shows an independent sample t-test was run to compare the mean scores of teacher influence on science and arts students. There is no significant difference in scores for males (M=10.55, SD=3.893) and females (M=10.35, SD=3.676); $t(1148) = .810, p = 0.430$ (two-tailed).

Table 4.4

Effect of teacher influence on Public and private school students on their academic choice

Gender	N	Mean	SD	t	df	sig
Public	605	10.52	3.982	0.830	1147	0.076
Private	544	10.47	3.669			

Table 4.4 shows an independent sample t-test was run to compare the mean scores of teacher influence on public and private school students. There is a significant difference in scores for public (M=10.52, SD=3.982) and private (M=10.47, SD=3.669); $t(1147) = .839, p = 0.830$ (two-tailed).

SUMMERY, FINDINGS AND CONCLUSION

Summary

The study was designed to check the influence of teacher personality and teaching methodology on student's subject selection.

The sample of the study was comprised of one thousand one hundred and sixty students, from which five hundred and twenty-five were the boys and six hundred and thirty-five were the girls.

We used questionnaire as instrument in our study. Responses were added on a five point Likert scale from strongly agree to strongly disagree.

The data was analysis by using correlation & t-test and then interpreted in table which help us to form results

Conclusion

Teacher influence is negatively correlated to the student's academic choice; we found weak association among them. There is no significance modification among the science and arts students with the teacher influence but there is a significance modification identified among public and private school students. According to Zia.A, (2015) study we found that, without great and qualified educators we can't change the schooling system and can't work on the nature of training. In this regard, the public sector implemented a number of education reforms in the area of teacher education, but they had no significant effect on the quality of teachers or the teaching process.

Recommendations

1. Teacher training program for behaviour development should be introduced.
2. For the further research we recommend that the students grading and marks should be checked.

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