



Students Perception of Teachers' Personality and Its Impact on Learning Outcomes in Delta State

James Urien¹ and Silas Courage Enoje²

¹Department of Psychology, Faculty of Social Science, Delta State University, Abraka, Nigeria.

²Department of Guidance and Counselling, Faculty of Education, Delta State University, Abraka, Nigeria.

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ABSTRACT

This study examined students' perception of teachers' personality and its impact on learning outcomes in Delta State. This study was guided by four research and four hypotheses. This study adopted the correlational survey research design. Population of the Study. The population of this study will consists of 106720 Senior Secondary students during the 2022/2023 academic session. The sample of this study will consists 384 students drawn from 48 secondary schools in Delta. State. Multistage sampling procedure consisting of Stratified sampling technique and simple random sampling technique was used to select the sample for the study. The two sets of instruments that were used for data collection were questionnaires and Students academic performance checklist. The validity and reliability of the questionnaire was established. The Cronbach Alpha was applied for the computation of the reliability coefficient of the three subscales of the instruments and reliability coefficient values of 0.85. The questionnaires were administered to senior secondary school students directly by the researchers with the help of two (2) research assistants, who were properly trained on the purpose of the study. The research questions were answered using Pearson Product Moment Correlation (PPMC) and the hypotheses were tested using Linear regressions at 0.05 level of significance. The finding of the study indicates that: there is a significant relationship between students' students' perception of teachers' personality and learning outcomes; there is a significant relationship between students' perceptions of teachers' warmth personalities and learning outcomes; there is a significant relationship between students' perceptions of teachers' approachability and learning outcomes; and here is a significant relationship between students' perceptions of teachers' strictness and learning outcomes. From the findings it was concluded that Students' perception of teachers' personality plays a significant role in shaping their learning outcomes.

On the basis of the conclusion it was recommended that teachers should reflect on their personalities and adopt continuous self-improvement mechanisms that could help in creating a positive perception among students.

Keywords: Students Perception, Teachers' Personality, Learning Outcomes

I. INTRODUCTION

Over the years, education has been seen as an integral part of human development and growth. Throughout history, societies have recognised the importance of education in shaping individuals and advancing civilizations. Education is largely responsible for the acquisition of information, skills, and values that are essential for both personal and professional success. It offers a basis for decision-making, problem-solving, and critical thinking. Through education, individuals gain a deeper understanding of the world, enabling them to navigate through life's challenges effectively. Moreover, education fosters personal development and self-awareness. Discovering one's hobbies, interests, and abilities enables one to pursue rewarding occupations and make significant contributions to society. Education that instills virtues like respect, compassion, and tolerance fosters a feeling of connectedness and commonality among individuals, which in turn improves social cohesion (Zebun 2016). Education has several advantages beyond the individual's level. Higher rates of economic development and stability are seen in societies where the populace is educated. Gaining an education makes it possible for people to enter the workforce, which increases earnings and opens up better employment options. Additionally, those with higher levels of education are more likely to participate in civic affairs, which uphold democratic principles and active citizenship (Rani, 2015).

Learning is one essential skill that education helps individuals develop. Learning is a lifelong process that encompasses acquiring



knowledge, skills, attitudes, and values through various means such as reading, observation, experience, and interaction. Learning involves acquiring new skills or behaviours through practice, observation, and experience in order to adapt to or be successful in different situations. It can take many forms, such as developing a new language, writing a book report, studying for an exam, or mastering a computer program. Learning outcomes are the quantifiable information, skills, and/or values that students should be able to exhibit after finishing the course of study. Learning can occur in formal settings like schools and universities, but it also takes place informally through everyday experiences and interactions with others. In recent years, technology has revolutionised the learning landscape, providing opportunities for online education and distance learning. With the rise of e-learning platforms and educational resources available on the internet, individuals can access education and continue learning regardless of their geographical location or socioeconomic status.

A number of variables could contribute to impacting students' learning outcomes. These variables include students' age and maturity level, educational content used in teaching, teaching strategies, and interest levels. However, the researcher believes that psychological factors, such as teachers' personalities, could also influence students' learning. Thus, the researcher in this study is interested in teachers' personalities. This is because the researchers understand that, in addition to academic instruction, teachers play a vital role in fostering social and emotional development through their personalities.

Teachers' personalities are defined as the individual traits and characteristics that contribute to a teacher's teaching style. A teacher's personality is a complex blend of characteristics and traits that shape their approach to teaching and interactions with students. It encompasses their demeanour, communication style, values, beliefs, and overall behaviour in the classroom. The teacher's personality plays a crucial role in creating a conducive learning environment and fostering positive student-teacher relationships. Perception refers to the way individuals interpret and make sense of the information they receive through their senses. In the classroom, students form perceptions of their teachers' personalities based on various factors such as warmth, approachability, and strictness. These perceptions, whether accurate or not, can significantly impact the learning outcome. Eryilmaz and Kara (2017) discovered that teacher personality influences how students learn as well as

their overall learning outcome. Robert et al. (2017) stated that student learning is influenced by their perception of the teacher's personality. Kenni (2020) revealed that personality has a significant impact on students learning. Abbasi et al. (2018) revealed that teacher personality is an important determinant of students learning and academic performance. Bediako et al. (2023) discovered that teacher personality influences how students learn as well as their overall learning outcome. Thus, students' perceptions of teacher warmth personality, teachers' approachability, and teacher strict personality were examined to ascertain their impacts on learning outcomes.

A teacher's warm personality refers to their ability to convey a sense of warmth, kindness, and approachability in their interactions with students. It encompasses a range of personal qualities and behaviours that create a positive and supportive classroom environment. A teacher's warm personality refers to their ability to create a nurturing and supportive environment for their students. It encompasses qualities such as empathy, kindness, and approachability, which enable teachers to connect with their students on a deeper level. This warmth is not just limited to being friendly; it also involves showing genuine care and concern for the well-being and academic success of each student. A teacher with a warm personality can make a significant impact on a student's learning experience and overall development (Kim & MacCann, 2016). In the classroom, the importance of a teacher's warm personality cannot be overstated. It sets the tone for a positive and nurturing learning environment where students feel safe to express themselves and take risks. When a teacher exudes warmth, it creates a sense of belonging and fosters a strong sense of community among students. This, in turn, enhances their motivation to learn and their overall engagement in the classroom. A warm teacher is not only approachable, but she also creates an atmosphere of trust in which students feel comfortable seeking help or sharing their thoughts and concerns. This can greatly impact their academic success, as they are more likely to actively participate in class discussions, ask questions, and seek clarification when needed. A warm teacher also encourages collaboration and teamwork, as students feel comfortable working together and sharing ideas. This positive classroom environment promotes a growth mindset, as students are not afraid to make mistakes and learn from them. Ultimately, a warm teacher sets the foundation for a supportive and inclusive learning environment where students can thrive and reach their full potential. Sandilos et al.



(2016) stated that students' perceptions of teachers' warmth and personalities have a significant impact on their academic achievement and overall learning outcomes. Corroborating this view, Li and Li (2022) stated that students' positive perception of teacher warmth enhances the learning experience. Amponsah (2023) stated that students' perceptions of teacher warmth and personality could foster secure attachments between students and their teachers, promoting a sense of belonging and a better learning outcome.

Another component of teachers' personalities is approachability. Approachability refers to the extent to which teachers create an environment that encourages students to engage in open communication, seek assistance, and express their concerns. An approachable teacher is one who is accessible, welcoming, and responsive to students' needs. Teachers' approachability refers to the extent to which teachers are accessible and open to students, both inside and outside of the classroom. It encompasses their willingness to engage in meaningful conversations, provide support, and create a safe and inclusive learning environment (Amerstorfer & Münster-Kistner, 2021). Approachable teachers are those who actively listen to their students, show empathy, and make themselves available for questions and discussions (Sabir et al., 2021). This quality plays a crucial role in fostering positive teacher-student relationships and promoting academic success. By being accessible and open to students, teachers can build trust and establish a sense of camaraderie with their students. This not only enhances the learning experience but also encourages students to seek help and guidance when needed. Teachers' approachability influences the overall classroom environment. Students perceive their teachers as approachable, which cultivates a sense of trust and respect, fostering positive relationships between students and teachers. This positive classroom climate promotes a sense of belonging, collaboration, and mutual respect among students, leading to improved learning outcomes (Chhapra et al., 2018). Moreover, approachable teachers create a supportive atmosphere where students feel comfortable expressing their thoughts and ideas, leading to more meaningful class discussions and increased participation. Nyatsikor et al. (2020) revealed that teachers' characteristics, such as approachability, have a significant impact on students learning. Ibarra (2022) also revealed that the extent to which students perceive their teachers as approachable has a significant and positive impact on learning outcomes.

The last component of teacher personality in this study is teachers' strictness. A strict teacher personality is characterised by a no-nonsense approach to education. These teachers prioritise discipline, order, and high expectations for their students. They believe in setting clear rules and enforcing them consistently. While strict teachers may be perceived as tough, their approach is intended to foster a structured learning environment where students can thrive academically. One of the main traits of a strict teacher personality is their unwavering commitment to discipline (Don & Usman, 2019). They expect students to follow the rules and regulations, and any deviation is met with consequences. This can range from verbal reprimands to more severe disciplinary actions (Walsh, 2015). By maintaining a strict disciplinary system, these teachers aim to instill a sense of responsibility and respect in their students. Additionally, strict teachers have high expectations for their students' academic performance. They believe in pushing students to reach their full potential and won't settle for mediocre work. These teachers often assign challenging assignments and expect students to put in their best effort (Don & Usman, 2019). They may also have strict grading policies to ensure that students understand the importance of meeting academic standards and going beyond the minimum requirements. Relating teachers' strictness to students learning, Geier (2020) revealed that the degree to which a teacher exhibits strictness in their teaching style has an effect on learning outcomes. Jiang et al. (2021) also revealed that the level of strictness exhibited by teachers has a considerable influence on the academic performance of students. Furthermore, a strict teacher personality is characterised by their emphasis on order and structure in the classroom. These teachers have well-organised lesson plans and adhere strictly to schedules. They believe that a structured learning environment helps students focus and reduces distractions. Students are expected to come to class prepared, follow instructions, and actively participate in class activities.

Statement of the Problem

Excellent postsecondary education is now more crucial than ever due to the general understanding that secondary education has a significant role in determining economic viability in a global economy that is becoming more and more knowledge-driven. Postsecondary education students' learning outcomes are usually expressed in terms of academic performance. Several studies



have also indicated that students' academic performances over the years have not been very impressive. The problem of poor academic performance in secondary education is evidenced by the large number of students who find it difficult to attain credit in internal and external examinations as a result of their inability to learn effectively. Poor academic performance among students is indeed a cause for concern for all educational stakeholders. To this end, a lot of research has investigated factors that affect students' overall learning outcomes and academic performance in recent years, ranging from social to psychological factors such as students' perceptions of teachers' personalities.

Even though many educationists believe that students' perceptions of teachers' personalities have a way of impacting students' learning and academic performance in school, not many empirical studies have been carried out in recent times to support this assertion, especially in Delta State. The paucity of empirical studies on students' perceptions of teachers' personalities and their impact on learning outcomes, particularly among secondary schools in Delta State, was one of the major concerns of the researchers that necessitated this study: students' perceptions of teachers' personalities and their impact on learning outcomes in Delta State. The problem of this study put in question form is: What is the extent of the relationship between students' perceptions of teachers' personalities and learning outcomes in Delta State?

Research questions

The following research questions guided the study

1. To what extent do students' perception of teachers' personality impact learning outcomes?
2. To what extent do students' perceptions of teachers' warmth personality impact learning outcomes?
3. To what extent do students' perceptions of teachers' approachability and learning outcomes?
4. To what extent do students' perceptions of teachers' strictness and learning outcomes?

Hypotheses

The following null hypotheses guided the study

1. There is no significant relationship between students' students' perception of teachers' personality and learning outcomes
2. There is no significant relationship between students' perceptions of teachers' warmth personalities and learning outcomes

3. There is no significant relationship between students' perceptions of teachers' approachability and learning outcomes.

4. There is no significant relationship between students' perceptions of teachers' strictness and learning outcomes

Purpose of the Study

The main purpose of the study was to examined students' perception of teachers' personality and its impact on learning outcomes in Delta State. Specifically, the study:

1. assess the relationship between students' students' perception of teachers' personality and learning outcome
2. determine the relationship between students' perceptions of teachers' warmth personality and learning outcome;
3. ascertain the relationship between students' perceptions of teachers' approachability and learning outcome
4. Find out the relationship between students' perceptions of teachers' strictness and overall learning outcome.

Significance of the study

This study would be of immense benefit to students, teachers, school administrators, teacher training institutions, parents and guardians, policymakers, and educational researchers. The study will be beneficial to students because it will enable them to understand how their perceptions of teachers' personalities affect their learning experiences, empowering them to advocate for improved teaching practices and provide insights into their own learning preferences and needs.

The study will be of benefit to teachers. Teachers can benefit from this study by gaining insights into how their personalities are perceived by students and how it affects the classroom environment. This knowledge can help them adapt their teaching methods and interpersonal skills to enhance student engagement and learning outcomes.

The study will be beneficial to teacher training institutions. Institutions that provide teacher training and professional development programs can use the study's findings to improve their curricula. Teacher candidates can learn about the importance of building positive relationships with students and adapting their teaching styles to meet diverse learning needs.

The study will be of benefit to school administrators. School administrators can use the study's results to support their efforts to create a positive and effective learning environment. They



may use the findings to inform teacher evaluations, professional development plans, and classroom management strategies.

The study will be of benefit to parents and guardians. Parents and guardians of students can benefit from the study, as it may provide insights into the factors influencing their children's educational experiences. This knowledge can help parents better advocate for their children's needs and engage in constructive conversations with teachers.

The study will be beneficial to policymakers in the education sector, who can use the findings to inform education policies and regulations. This includes decisions related to teacher hiring and training, classroom management guidelines, and initiatives aimed at improving student engagement and achievement.

The study will be of benefit to educational researchers. Researchers in the field of education can use the study's findings to expand their understanding of the complex dynamics between teacher personality and student learning. This knowledge can inform future research and contribute to the development of evidence-based teaching strategies.

II. RESEARCH METHOD

Research Design

This study adopted the correlational survey research design. Correlation survey research design investigates the degree of relationship and nature of relationships among variables. This design is therefore considered appropriate since this study investigated the relationship among social media, peer pressure and cybercrime among adolescents in secondary schools.

Population of the Study

The population of this study will consist of 106720 Senior Secondary students. The total population was from all the 477 public secondary schools in Delta State during the 2022/2023 academic session. The population was obtained from the Examination Department of Ministry of Basic and Secondary Education.

Sample and Sampling Techniques

This study's sample consists of 384 students from 48 secondary schools in Delta State. A multistage sampling procedure consisting of stratified sampling techniques and simple random sampling techniques was used to select the sample for the study. First, 10% of the entire secondary school population was selected using stratified random sampling. According to Gorard (2011), a

sampling fraction of 10% of the total population in descriptive and correlational research is acceptable. The stratification was based on senatorial districts (Delta North, Delta Central, and Delta South). Hence, there are 17 secondary schools in Delta North, 19 in Delta Central, and 12 in Delta South, making a total of 48 secondary schools from the entire public secondary schools across the local government areas in Delta State. Secondly, a simple random sampling technique by ballot method was used to select 8 students from each selected school, for a total of 384 students.

Research Instrument

The two sets of instruments that were used for data collection were questionnaires and Students academic performance checklist. The questionnaire which titled "Teacher Personality Questionnaire (TPQ)" was designed by the researcher. The questionnaire was divided into Three sections; section A and B. Section A was designed to collect respondents' personal data such as; sex, and location. Section B of the TPQ consists of three-sub-scales which measured students' perception on teachers' warm personality, teachers' approachability and teachers' strictness personality. Each subscale in the questionnaire consists of 10 items making a total of 30 items in the entire TPQ for the students. The respondents were requested to indicate their opinion on four points scale with close ended items as strongly agreed (SA)=4, Agree (A)=3, disagree (D)=2, strongly disagree (SD)=1. Students' academic performance checklist was used to collect Students' first term overall percentage score from the school examination unit.

Validity of Research Instrument

The validity of the instrument was established by three (3) experts in Guidance and Counselling Department. These experts assessed the instruments for appropriateness and suitability to the study, and their suggestions were effected. The content and construct validation of the TPQ was done using factor analysis. The TPQ was administered to 50 senior secondary students in Edo state and the data obtained were subject to factor analysis.

The factors (components) were extracted using Principal Component Analysis. The factor was rotated to determine the loading of each item in the various components. This was done using orthogonal solution with Varimax method. The content validity of each of the scales was established by the total Cumulative variance of all the items. The TPQ has total Cumulative variance of all the items



as 87.78%. This means that all the 30 items in TPQ covered up 87.78% of the domain of TPQ variable with a total of unexplained variance as 12.22%. On the other hand, the construct validity was estimated with the rotated factor loadings matrix. Item with rotated factor loading matrix of .40 and above was considered construct valid. Items on TPQ has rotated factor loadings matrix which ranged between .50 and .80 and the instrument was considered construct valid.

Reliability of the Research Instrument

A reliability test of the instrument was carried out on 50 teachers and 50 senior secondary school students in Delta North Senatorial District of Delta State. The result of the test was used to compute the reliability of the instrument. The Cronbach Alpha was applied for the computation of the reliability coefficient of the three subscales of the instruments and reliability coefficient values of 0.85 for TPQ. The reliability was carried to establish the internal consistency of the instrument.

Methods of Data Collection

The questionnaires were administered to senior secondary school students and teachers directly by the researcher with the help of two (2)

research assistants, who were properly trained on the purpose of the study. Before the students and the teachers were given the instrument, they were given a thorough description. The students and teachers who were respondents were encouraged to be honest and truthful in their responses. This is important to ensure that the respondents do not distort the information they provide, since this could impact the study's generalization. A copy of the questionnaire was given to 384 students and 384 teachers to complete. To ensure 100% recovery of the instrument, all copies of the questionnaire were retrieved the same day after completion.

Method of Data Analysis

The research questions were answered using Pearson Product Moment Correlation (PPMC) and coefficient of determination. Pearson correlation coefficient which approaches $r = +1.00$ (or greater than $r = +.50$) means a high positive extent and a Pearson Product Moment correlation coefficient which approaches $r = -1.00$ (or greater than $r = -.50$) means a strong negative relationship and vice versa. All hypotheses were tested at 0.05 level of significance. On the other hand, the hypotheses were tested using linear regressions at 0.05 level of significance.

III. Results and Discussion

Research Question One

To what extent do students' perception of teachers' personality impact learning outcomes?

Table 1: *Pearson Product Moment Correlation(r) and Coefficient of Determination(r^2) of extent do students' perception of teachers' personality impact learning outcomes*

| Variables | N | r | r^2 | $r^2\%$ | Decision |
|----------------------|-----|-----|-------|---------|-------------|
| Teachers personality | 384 | .83 | .68 | 68 | high extent |
| Students learning | 384 | | | | |

Table 1 showed the r-value of 0.83 as the extent to which students' perception of teachers' personality impact learning outcomes. The coefficient of determination (r^2) was 0.68 and the amount of contribution of students' perception of teachers' personality to learning outcomes was 68%. The result showed that the extent to which students' perceptions of teachers' personalities impact learning outcomes is high.

Research Question 2

To what extent do students' perceptions of teachers' warmth personality impact learning outcomes?

Table 2: *Pearson Product Moment Correlation(r) and Coefficient of Determination(r^2) students' perceptions of teachers' warmth personality impact learning outcomes*

| Variables | N | r | r^2 | $r^2\%$ | Decision |
|--|-----|-----|-------|---------|-------------|
| Teachers' warmth personality learning outcomes | 384 | .78 | .61 | 61 | high extent |

Table 2 showed the r-value of 0.78 as the amount extent to which students' perceptions of teachers' warmth personality impact learning outcomes. The coefficient of determination (r^2) was 0.61 and the amount of



contribution of Teachers' warmth personality to learning outcomes was 61%. The result showed that the extent to which students' perceptions of teachers' warmth personality impact learning outcomes is high.

Research Question 3

To what extent do students' perceptions of teachers' approachability impact learning outcomes?

Table 3: Pearson Product Moment Correlation(r) and Coefficient of Determination(r^2) of extent at which students' perceptions of teachers' approachability impact learning outcomes

| Variables | N | R | r^2 | $r^2\%$ | Decision |
|--|-----|-----|-------|---------|-------------|
| Teachers' approachability Learning outcome | 384 | .67 | .45 | 45.00 | High extent |

Table 3 showed the r -value of 0.67 as the extent to which students' perceptions of teachers' approachability impact learning outcomes. The coefficient of determination (r^2) was 0.45 and the amount of contribution of teachers' approachability was 45%. The result showed that the extent to which students' perceptions of Teachers' approachability impact learning outcomes is high.

Research Question Four

To what extent do students' perceptions of teachers' strictness impact learning outcomes?

Table 4: Pearson Product Moment Correlation(r) and Coefficient of Determination(r^2) of extent do students' perceptions of teachers' strictness impact learning outcomes

| Variables | N | R | r^2 | $r^2\%$ | Decision |
|--|-----|------|-------|---------|-------------------------|
| Teachers' strictness learning outcomes | 384 | -.44 | .19 | 19.00 | low and negative extent |

Table 5 showed the r -value of -0.44 as the extent to which students' perceptions of teachers' strictness impact learning outcomes. The coefficient of determination (r^2) was 0.19 and the amount of contribution of students' perceptions of teachers' strictness to learning outcomes was 19%. The result showed that the extent to which students' perceptions of teachers' strictness impact learning outcomes is low.

Testing of Hypotheses

Hypothesis one

There is no significant relationship between students' students' perception of teachers' personality and learning outcomes

Table 5: Linear Regression Analysis of significant relationship between students' students' perception of teachers' personality and learning outcomes

| Model Summary | | | | | | |
|--------------------|------------------|----------------|-------------------|----------------------------|--------|-------------------|
| Model | R | r-square | Adjusted r-square | Std. Error of the Estimate | | |
| 1 | .83 ^a | .68 | .68 | .32 | | |
| ANOVA ^a | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 86.90 | 1 | 86.90 | 827.99 | .000 ^b |
| | Residual | 40.09 | 382 | .11 | | |
| | Total | 126.99 | 383 | | | |

$\alpha = 0.05$

Table 7 reveals a linear regression output of a significant relationship between students' perceptions of teachers' personalities and learning outcomes. The computed F-value is 827.99, and the p-value is 0.00. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Thus, the null hypothesis was rejected. This indicated that there was a significant relationship between students' perception of teachers' personality and learning outcomes. The r^2 value of 0.68 showed that students' perceptions of teachers' personalities impacted learning outcomes by 68%.



Hypothesis Two

There is no significant relationship between students' perceptions of teachers' warmth personalities and learning outcomes

Table 6: Linear Regression Analysis of relationship between students' perceptions of teachers' warmth personalities and learning outcomes

| Model Summary | | | | | | |
|--------------------|------------------|----------------|-------------------|----------------------------|--------|------------------|
| Model | R | r-square | Adjusted r-square | Std. Error of the Estimate | | |
| 1 | .78 ^a | .61 | .61 | .36 | | |
| ANOVA ^a | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| | Regression | 77.46 | 1 | 77.46 | 597.32 | .00 ^b |
| 1 | Residual | 49.54 | 382 | .13 | | |
| | Total | 127.00 | 383 | | | |

$\alpha = 0.05$

Table 6 reveals a linear regression output of the relationship between students' perceptions of teachers' warm personality and learning outcomes. The computed F-value is 597.32, and the p-value is 0.00. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.00 was less than the alpha level of 0.05. Thus, the null hypothesis was rejected. This indicated that there was a significant relationship between students' perceptions of teachers' warm personality and learning outcomes. The r^2 value of 0.61 showed that students' perceptions of teachers' warmth and personalities impacted their learning outcomes by 61%.

Hypothesis Three

There is no significant relationship between students' perceptions of teachers' approachability and learning outcomes.

Table 7: Regression Analysis of relationship between students' perceptions of teachers' approachability and learning outcomes.

| Model Summary | | | | | | |
|--------------------|------------------|----------------|-------------------|----------------------------|--------|------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | | |
| 1 | .88 ^a | .78 | .78 | .27 | | |
| ANOVA ^a | | | | | | |
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| | Regression | 98.79 | 2 | 49.39 | 667.16 | .00 ^b |
| 1 | Residual | 28.21 | 381 | .07 | | |
| | Total | 127.00 | 383 | | | |

$\alpha = 0.05$

Table 7 shows the linear regression output of the relationship between students' perceptions of teachers' approachability and learning outcomes. The computed F-value is 667.16, and the p-value is 0.00. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.00 was less than the alpha level of 0.05. Hence, the null hypothesis was rejected. This implies that there was a significant relationship between students' perceptions of teachers' approachability and learning outcomes. The r^2 value of 0.78 indicated that students' perceptions of teachers' approachability impacted learning outcomes by 78%.

Hypothesis Four

There is no significant relationship between students' perceptions of teachers' strictness and learning outcomes.



Table 8:

Linear Regression Analysis of students' perceptions of teachers' strictness and learning outcomes.

| Model Summary | | | | | | |
|--------------------|------------------|----------------|-------------------|----------------------------|-------|------------------|
| Model | R | r-square | Adjusted r-square | Std. Error of the Estimate | | |
| 1 | .44 ^a | .19 | .19 | .55587 | | |
| ANOVA ^a | | | | | | |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| | Regression | 8.96 | 1 | 8.96 | 29.01 | .00 ^b |
| 1 | Residual | 118.03 | 382 | .31 | | |
| | Total | 126.99 | 383 | | | |

$\alpha = 0.05$

Table 8 reveals a linear regression output of the relationship between students' perceptions of teachers' strictness and learning outcomes. The computed F-value is 29.01 and the p-value is 0.00. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.00 was less than the alpha level of 0.05. Thus, the null hypothesis was rejected. This indicated that there was a significant relationship between students' perceptions of teachers' strictness and learning outcomes. The r^2 value of 0.19 showed that students' perceptions of teachers' strictness impacted their learning outcomes by 19%.

IV. Discussion of Results

The results of this study were discussed using the following headings:

The Extent to Which Students' Perception of Teachers' Personality Impact Learning Outcomes

The first finding of this study indicates that the extent to which students' perceptions of teachers' personalities impact learning outcomes is high, and there is a significant relationship between students' perceptions of teachers' personalities and learning outcomes. The possible explanation for this finding could be that when students have a positive perception of their teachers' personalities, they are more likely to be engaged, motivated, and receptive to the material being taught. On the other hand, if students perceive their teachers' personalities negatively, it may hinder their learning experience and lead to lower academic performance. The finding also aligned with Eryilmaz and Kara (2017), who revealed that teacher personality affects how students learn and their overall learning outcome. This finding is consistent with that of Robert et al. (2017), who showed that student learning is influenced by their perception of a teacher's personality. This finding agreed with Kenni (2020), who revealed that personality has a significant

impact on students learning. The finding also aligned with Abbasi et al. (2018), who revealed that teacher personality is an important determinant of students learning and academic performance. The finding also aligned with Bediako et al. (2023), who revealed that teacher personality affects how students learn and their overall learning outcome.

The extent to which students' perceptions of teachers' warmth personality impact learning outcomes.

The second finding of this study indicates that the extent to which students' perceptions of teachers' warmth and personality impact learning outcomes is high and significant. This finding suggests that when students perceive their teachers as warm, they are more likely to feel comfortable and supported in the learning environment. This, in turn, can lead to increased motivation, engagement, and overall academic achievement. When students perceive their teachers as warm, they are more likely to develop positive relationships with them. These positive relationships can create a sense of trust and rapport, which can enhance the learning experience. This finding is consistent with that of Sandilos et al. (2016), who revealed that students' perceptions of teachers' warmth and personalities have a significant impact on their academic achievement and overall learning outcomes. This finding also aligns with Li and Li (2022), who revealed that students' positive perception of teacher warmth enhances the learning experience. This finding also aligned with Amponsah (2023), who stated that students' perceptions of teacher warmth and personality can foster secure attachments between students and their teachers, promoting a sense of belonging and a better learning outcome.

The extent to which students' perceptions of teachers' approachability impact learning outcomes



The third finding of this study indicates that the extent to which students' perceptions of teachers' approachability impact learning outcomes is high and significant. This finding may be explained by the fact that students are more inclined to ask questions, seek explanation, and actively engage in class discussions when they believe their lecturers are approachable. Improved critical thinking abilities and a better comprehension of the material are fostered by this involvement, which eventually improves academic achievement. Learning results may be greatly impacted by how approachable instructors are seen by their students. This result is consistent with the findings of Chhapra et al. (2018), who demonstrated a substantial correlation between students' academic achievement and their assessments of professors as having accessible personalities. This result is in line with that of Nyatsikor et al. (2020), who found that approachability—a trait that instructors possess—has a big influence on students' learning. This result is in line with that of Ibarra (2022), who found that learning results are significantly and favourably impacted by students' perceptions of how accessible their professors are. To put it another way, when students perceive the teachers to be approachable, learning results are often higher.

The extent to which students' perceptions of teachers' strictness and learning outcomes

The fourth finding of this study indicates that the extent to which teachers' strict personalities impact learning outcomes is low. The fourth finding of this study reveals that the impact of teachers' strict personalities on learning outcomes is significant. This indicates that the level of strictness exhibited by teachers has a considerable influence on the academic performance of students. According to the research, educators who are seen as harsh have a tendency to hold themselves to higher standards and to impose rules and punishment more strictly. Because of this, pupils who are guided by stern instructors are more likely to follow classroom guidelines, turn in assignments on time, and participate fully in the learning process. This result is consistent with that of Don Usman (2019), who discovered that a controlled and disciplined learning environment may be established by instructors with stringent personality qualities. Students' attention and commitment to their studies are improved by this setting, which fosters in them a feeling of responsibility and order. When students are aware of the high standards established by their professors, they are more likely to take their studies seriously,

engage fully in class discussions, and aim for greatness. Geier (2020), who discovered that learning results are impacted by a teacher's level of strictness in the classroom, this result, which is consistent with Jiang et al. (2021), also showed that students' academic performance is significantly impacted by instructors' degree of strictness.

V. Conclusion

In line with the findings of this study, it could be concluded that the extent to which students' perceptions of teachers' personalities impact learning outcomes is high, and there is a significant relationship between students' perceptions of teachers' personalities and learning outcomes. It was also concluded that the extent to which students' perceptions of teachers' warmth and personalities impact learning outcomes is high. The extent to which students' perceptions of teachers' approachability impact learning outcomes is high; finally, it was concluded that the extent to which teachers' strictness of teachers' strict personality impacts learning outcomes is low. Students' perception of teachers' personality plays a significant role in shaping their learning experiences and outcomes. Positive perceptions contribute to a supportive learning environment and increased student engagement, while negative perceptions can hinder learning opportunities.

VI. Recommendations

Based on the findings of this study, the following recommendations were made:

1. Teachers should reflect on their personalities and adopt continuous self-improvement mechanisms that could help in creating a positive perception among students.
2. Teachers should strive to be approachable and supportive. Encourage open communication, active listening, and empathetic responses to student needs and concerns.
3. Students should take responsibility for their own learning. Set goals, manage your time effectively, and seek additional resources when needed to enhance your learning outcomes.
4. Teachers should endeavour to strike a balance between setting clear expectations and rules while also being warm and approachable.

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