



**RESEARCH PAPER**

**Relationship of Type and Level of Qualification of Teachers on Students' Personality Development at Intermediate Level**

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**DOI**

[http://doi.org/10.47205/plhr.2021\(5-II-sep\)1.06](http://doi.org/10.47205/plhr.2021(5-II-sep)1.06)

**PAPER INFO**

**ABSTRACT**

**Received:**

July 28, 2021

**Accepted:**

September 10, 2021

**Online:**

September 25, 2021

**Keywords:**

Character Building,  
Personality Trait,  
Students'  
Personality  
Development

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Teachers' personality and their knowledge has positive impacts on students' personality development. The objectives of this study were to find out relationship of teachers' type on students' personality development, determine relationship of teachers' knowledge on students' personality development and compare relationship of type and knowledge on students' personality development at intermediate level. All intermediate colleges at District Chiniot were selected as population of this study. Simple random sampling technique was used to select the sample from population. Research design was descriptive in nature, so mix-method approach was used. Requisite information were collected through questionnaire comprised on five points Likert Scale. Descriptive statistics used for quantitative analysis in the form of mean, frequency, percentage and standard deviation and inferential state was computed in the form of correlation through SPSS. Results indicated that there is a strong relationship of type and level of qualification of teachers on students' personality development.

**Introduction**

Teachers all around the world are considered builders of future generation shouldering heavy responsibility to educate children for meeting future society demands at national and globalizational. Teachers have an important role in education process. Success of changing students interest Vary on how significant the precept or treat the student. Teacher may have to be a good model for the student in every classroom interaction. Understanding the meaning of personality development of the child is extreme necessary before starting to analyze the effects of teacher's qualification to students' personality. Although it's a fact to know that the personality development is the process any of the child or student learning throughout his World but the students at the intermediate levels' personality development is more important than any other stage. Because at this certain age the student is mature enough to copy and learning things quickly (Dahmann & Anger, 2014).

We can classify the teacher with different variables but at this stage we only classify the basis of their teaching attitude. There has been four types of teacher which is shown in their center search. Scholars make a deep looking combining and attending the profession, and classify four types which were obtained from their results. This research shows that a preceptor should have various types of qualities, which may be varies into different categories and different mode of structures the institution bears (Cho & Baek, 2019).

Furthermore, The idealist type of teacher is always worried in making the difference through his students, these types of teachers are not only concerned with the students but their practice are so vast that they not only influence the students but also the locality and the environments, their personality aura is so vast that pop influenced from them on the other hand they also have vas worry to improve society in general. The practitioner type teacher is not concern with the environment they just bother their student, whom they rely the most and want to make them a better personality as their mind have. The rationalist types of preceptor is not interested in betterment of students of society they entered in the profession for some of their practice terms so the finding in this specific types of teacher may be not as favorable as the above two mentioned. The moderate teachers are usually quit they are the preceptor of discipline; they just follow the rules and regulation they never raised any point in front of others (Cho & Baek, 2019).

The qualities which as teacher should have may include that they should acquire relevance master degree from specific institution, they should also have ability to since the organizational factors, the ability of making and to describing the ideas, he or she should also motivate students, can imagine positivity in every situation, also the students should been gagged by him or her in various activities i.e. ICT methods, the teacher should also be able to manage the students the their mentality the teacher also have strong writing skills and canal so conduct the test for the students. It is insane that the majority of the population always ignore the personality faction in the teacher. Majority of the peoples thinks that the personality only have the component including good looking, good dress, that's it, but in factual state the personality plays an important role in students developments whether it came to its grooming skill, or dressing or interpersonal skills, all should contribute equally in the personality factor and also these factor are equally contributed in the mental make of a child, as education also plays a significant role cannot be denied at any cost (Harshvardhan & Manju, 2015).

### **Literature Review**

A teacher makes in the body and soul of the understudy all the significance and all the flawlessness he can do. Mentoring is the making of sound mind in a sound body. It cultivates man's labor force incredibly his mind so he may have the choice to see the worth in the prospect of predominant truth, goodness and magnificence. Direction is the youngster's improvement from the inside. Guidance is enfoldment of what is as of now associated with the germ. It is the cycle through which the youngster makes the interior outer. Direction is the wonderful and reformist improvement of the tremendous number of natural forces and resources of man-physical, scholarly and great (Sahin, 2021).

The educator with his ruler limit is a monstrous factor in preparing and arrangement of enlightening and mindful plans orchestrates and completes work on Student learning. Enlightening association and individuals as awesome creatures correspondingly is identified with each other from the presence of man or humankind thusly will proceed to remain. This uncovers that human and society progress depends in the wake of educating and orchestrating as cycles which draw in the improvement of information, cutoff focuses and human experience. Really, the possibility of an instructor is found early. So we can make reference to the Athenians who educators in non- state supported schools call the Didascalia, while in gramatist schools - gramatist. In other hand old Chinese with the idea teacher got a handle on head of proposing the significance and the being cautious educator (Piopiunik, Simon & Woessmann, 2020).

Educator capabilities are especially important for controlling passage into the study hall when execution and result information are not yet accessible, similar to the case with new instructors. Instructor capabilities are likewise regularly utilized as pointers of educator quality as a result of the overall simplicity and cost-adequacy of gathering this information, which can frequently be found in freely available reports kept up by states and locale. Yet, are educator capabilities likewise successful at distinguishing instructors who improve their students' accomplishment? Educator as the primary brick of the instruction has its own significance, in addition on the off chance that we intricately talks about the component which impact the effectiveness of the great instructor it incorporate, in the interim conduct, teaching strategy and environments and the subcomponents (Sequeira, 2012).

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Exploration zeroing in on educators typologies is overwhelmed by depictions of instructors' qualities and their impacts on students dependent on contemporaneous information and the theoretical mechanical assembly of instructive brain research and instructional method, psychiatry and psychopathology, or humanities. Studies additionally vary by the way they decipher the idea of type: inside the five introduced typologies, the initial three sorts are viewed as classifications, though the last two sorts are thought about as measurements. While illustrating these investigations, we have purposely overlooked open inquiries in regards to the logical status of the thoughts and classifications they center around (Alam, Forhad, & Ismail, 2020).

Possibly the most renowned typologies of educators was proposed and portrays both the deficiencies and the likely gains of the recommended types. The

producer detaches between 'paidotrop' educators, who accentuate pre-adulthood (along these lines impelled by people or get-togethers), and 'logotrop' teachers, who underline getting ready (Tuition). The last could be genuinely or expertly deductively coordinated. Shrewdly orchestrated teachers lean toward talks, have weak contact with Students and are imprudent of their regularly high requests. The authentic expert heading is portrayed by sufficient correspondence with Students and teacher requests that are more versatile as far as possible. From the current perspective, one may say that they setup an environment for attracting talked and have a powerful correspondence style. Their inclination will rely upon the amount they are persuaded that it is feasible to oversee Tuition by depending on logical information or how much they believe educating to be a sort of a whether they show a preparation to apply every one of those activities they accept will expand the viability of educating. Petit underscored the significance of the instructor's familiarity with the sort they have a place with, hence assisting them with forestalling unseemly activities (Mitra, 2011).

The big five personality model elaborate the real and true full meaning and analyze of the personality factor in every being related to their social and physiological aspect, how they treat others and how they want to be treated, some of them is discussed, but it is pertinent to mention that all these model have physiological base. The five types of personality development including extraversion, agreeableness, conscientiousness, neuroticism and openness. Ahmed, Tayyub & Ismail (2020) were of the opinion that provision and utilization of instructional and physical facilities including ICT modern technological material in classrooms play an active role to uplift students' learning at secondary level.

Character Traits and Teaching Personality characteristics are imparted in teaching styles, which are thusly reflected in teaching strategies, which in the end produce a particular teaching result. Character ascribes fill in as bosses or squares for motivation and Teaching frameworks. Second thoughts additionally, responsiveness to encounter is of remarkable instructive interest has looked at the Five Factor Model person credits with Teaching systems and teaching result. He found that especially uprightness and receptiveness were identified with teaching style. The Student's person was identified with Teaching result intervened by Teaching systems (Wiens & Ruday, 2014).

Apprehensions are identified with work discipline, interest in subject, focus and considering concentrating as direct. Various techniques for Teaching in undeniable level preparing have been portrayed. Understudies utilizing the crucial framework are agreeable at sorting everything out their work, dealing with their time and lock in their appraisals. They care about their functioning conditions and have clear focuses for their assessments. They have an intrinsic inspiration and a positive report demeanor. Responsiveness is related with tending to and dissecting clashes. It is also identified with fundamental examination, looking through creation and making affiliations (huge way of thinking). The Students with a huge framework need to track down the more critical importance in the substance. They are fundamental, sensible and relate what they figure out some way to their past information. Their inspiration s intrinsic and they search for an individual understanding self-ruling of the arrangement (Butler & Cuenca, 2012).

## Material and Methods

This study was descriptive in nature. The purpose of this study was to analyze the "Relationship of Type and Level of Qualification of Teachers on Student's Personality Development at Intermediate Level". Mix-Method approach was used to conduct this study. Parallel Convergent Design (Quantitative + Qualitative) was used to collect data. All male and female public colleges of District Chiniot were the population of this study. For the purpose to collect the data, 40% male and 40% female intermediate colleges were determined as sample size of the population. This sample size consisted on all teachers, students and parents from selected intermediate colleges.

**Table 1**  
**Demographic Information of Participants (Teachers)**

Background Variables/Characteristics	%age	Teachers <i>n</i> = 80
<b>College wise Classification</b>		
Govt. Graduate Taleem-ul-Islam College	55.0%	44
<b>Chenab Nagar</b>		
Govt Islamia College Chiniot	20.0%	16
Govt. Associate College for Women	10.0%	8
<b>Bhowana</b>		
Govt. Associate College (Women)	6.0%	6
<b>Quaidabad</b>		
Others	6.0%	7
<b>Department wise Classification</b>		
English	26.3%	21
Chemistry	8.8%	7
Economics	5.0%	4
Physics	10.0%	8
Pakistan Studies	5.0%	4
Higher Education Departments	7.5%	6
Mathematics	7.5%	6
Others	30.0%	24
<b>Qualification wise classification</b>		
Masters	41%	33
MS	2.5%	2
B.A Hons	2.5%	2
M.Phil	42.5%	34
Ph.D	11.3%	9
<b>Professional Qualification</b>		
B.Ed	33.8%	27
M.Ed	20.0%	16
Other	13.8%	11
None	32.5%	26
<b>Have You attended any training regarding Teachers Qualification and Students Personality Development?</b>		
Yes	65.0%	52

No	35.0%	28
Have You attended any Moral Training Sessions?		
Yes	47.5%	38
No	52.5%	42
Gender wise Classification		
Male	70.0%	56
Female	30.0%	24
Age wise Classification		
Under 30	20.0%	16
30 to 40	51.3%	41

**Table 2**  
**Demographic Information of Participants (Students)**

Background Variables/Characteristics	%age	Students <i>n</i> = 107
College wise Classification		
Govt. Taleem ul Islam College Chenab	(77.6%)	83
Nagar Chiniot	(2.8%)	3
Masooma College for Adva	(1.9%)	2
University Of Agriculture, Faisalabad	(1.9%)	2
Aspire College Chiniot	(5.6%)	6
Govt. Degree College for Women Lalian	(10.3%)	11
Department wise classification		
English	(38.3%)	41
Medical	(3.7%)	4
Chemistry	(33.6%)	36
Physics	(11.2%)	12
Others	(13.1%)	14
Qualification wise classification		
Masters	(41.3%)	33
MS	(2.5%)	2
B.A Hons	(2.5%)	2
M.Phil	(42.5%)	34
PhD	(11.3%)	9
Have You attended any Moral Training Sessions?		
Yes	(33.6%)	36
Maybe	(25.2%)	27
No	(41.1%)	44
Gender		
Male	(33.6%)	36
Female	(66.4%)	71
Age		
16-20 Years	(77.6%)	83

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21-24 Years	(20.6%)	22
25 Above	(1.9%)	2
Locality		
Urban	(52.3%)	56
Rural	(47.7%)	51

## Results and Discussion

**Table 3**  
**Interviews Conducted From the Parents of the Student to Analyze the Personality Aspects**

Statement (n=15)	Favor	Against	S.D
Are you happy that yours Child Become College Student?	100%	0%	10.606
Do You think that your child has become more Social?	100%	0%	10.606
Does your child without any hesitation accept this as they are?	47%	53%	0.7071
Does any addition occur in his friends circle happens?	100%	0%	10.606
Does he have friends of Different Mentality?	20%	80%	6.3639
DO you accept his/her new thought after being student?	67%	33%	3.5355
Does your Child still give priorities to his routine work?	40%	60%	2.1213
Does your child accept the changes in other siblings?	100%	0%	10.606
Did he believe in others and become famous among them?	74%	26%	4.9497
Do he help those who need help from him?	80%	20%	6.3639
Does he help his sibling win their studies with open heart?	100%	0%	10.606
Does he feels pressure in executing daily works?	40%	60%	2.1213
Does her abilities groomed when he is in extreme condition?	80%	20%	6.3639
Does he feels sad when any sibling do what he don't like?	60%	40%	2.1213
Does he works in more precise and discipline way?	100%	0%	10.606
Does he take responsibilities of sibling more precisely before Entering in college?	60%	40%	2.1213
Do you think that after coming in this level positive changes came to his personality?	100%	0%	10.606

This study explores the relationship of type and level of qualification of teachers and its effects on students' personality development at intermediate level. This study found that type and level of qualification of teachers was always more important effects on students' personality development at intermediate level. The first objective of study is to find out the effects of teachers' type on students' Personality development at Intermediate Level.

The studies on the relationship of type and level of qualification of teachers and its effects on students' personality development at intermediate level indicate that high education of teacher's effect of good personality or impressive personality of students'. Khan et al., (2016) described in their research paper —Impact of Teacher education effects on Personality of the students. An inquisitive examination was led with the reason to assess the effect of instructor training impacts character on understudy's scholarly exhibition. In such manner, organized and pre-tried proficient disposition scale (PAS) was intended to incorporate socioeconomics, financial angles and to set examination goals. The objective populace was the understudies of sports

sciences and actual instruction concentrating in various colleges of Pakistan. Relapse as Statistical device utilized for the reason to assess the effect of instructor character on the scholastic execution of the understudies. After investigation it was tracked down that the character of educator is among the critical segments of instructor's expert disposition influencing essentially on the scholarly execution of the understudies.

Othman, (2009) depicted in their exploration paper "A Study on Personality That Influences Fauziah Binti Othman" This investigation endeavors to analyze the connection among character and instructing adequacy. Character qualities are estimated by five measurements: social butterfly, appropriateness, reliability, neuroticism and receptiveness. The example size of respondents is 391 of lasting instructors from Secondary Schools in Northern Region of Malaysia, Perlis, Kedah, Pulau Pinang and Perak. Every one of the respondents are given the survey and their reactions are broke down. The discovering shows that there are huge connection between social butterfly, pleasantness and principles with showing viability, while the neuroticism and transparency have no huge relationship. Indeed, even there is connection among character and showing viability, yet different outcomes show that character just small affects showing adequacy which implies that there are a few different elements that impact the instructing viability.

The main target of study to examination the relationship of type and level of capability of the instructors that impact the understudy's character advancement at Intermediate Level. Ulug, Mwageni, (2017) described in their exploration paper "Perceptions of final year undergraduate education students about the influence of a reading culture on their academic achievement at selected universities in Tanzania. An educator with his showing strategies and besides with his perspectives and practices, gives his understudies to acquire an intellectually solid character and to have another unmistakable perspective by leaving remarkable follows on them. This is a preparatory study to uncover what perspectives of educators mean for the characters and exhibitions of understudies. In this sense this examination will give an emir comprehension of schooling and the elements of connection among instructors and understudies past the restricted spaces of classes and courses. The main discoveries of the exploration confirmed that instructors' uplifting perspectives have emphatically impact understudies' character just as their life exhibitions.

Noreen et al., (2019) depicted in their examination paper "The Impact of Teachers' Personality on Students' Academic Achievement in Pakistan" Teachers' character assumes a critical part in achieving understudies' instructive accomplishment. Instructing and learning have a significant part in establishing an amicable and empowering learning climate for understudies. In this specific circumstance, the momentum research was led to investigate the impact of mentors' person on understudies' learning. It's anything but an illustrative correlative examination approach. The example involved 1,152 instructors and 2,304 understudies of tenth grade of public and private optional schools who were picked through a testing strategy. The respondents were taken from 12 areas of Punjab, Pakistan. Two surveys; one for instructors and one for understudies were utilized to gather information. Instructor's surveys depended on an adjusted character measure size of John and Srivastava's Big Five Inventory (1999). The relapse examination and connection coefficient showed that the component of extroversion and neuroticism



has no relationship with understudies' exhibition. Be that as it may, transparency has a huge relationship between's understudies' presentation.

### **Conclusions and Recommendations**

It was concluded that educators need to remove time from their training for discipline; the under studies are at a social and scholarly damage. Discipline is a method that requirements to get terminated through the decision of other showing procedures, for example, reinforcement strategies. Support systems is a device that when fill in for discipline can bring about attractive attributes both scholastically and socially between understudies in the classroom. It is likewise presumed that understudies will profit with support methodologies in the homeroom whenever utilized successfully to limiting disciplinary issues.

Therefore, it is suggested that teaching is a quite delicate and sensitive activity that makes or mores a nation selection of teachers is made by a board of learned, experienced and psychologically expert members. Energetic, empathetic, tolerant reliable, tolerant teachers are to be trained through continues teachers' training workshops and other competitions. Teachers with higher credentials mostly inspire their students and, hence, their knowledge be enhanced through different trainings and educational improvement and they must be positively rewarded for that.

It was found from the results of the study that availability and use of physical and instructional classroom environmental facilities including ICT innovative instructional material in classrooms prove helpful indicators for improving students' learning outcomes at secondary level.

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