



The Effect of Teacher Personality on Student Performance and Engagement



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Abstract: *The present research investigates the significant impact of teacher personality on student academic achievement and level of involvement within educational settings. The objective of this study is to investigate the degree to which distinct aspects of teacher personality, including communication style, approachability, excitement, and flexibility, are associated with differences in student learning outcomes and classroom engagement. The study aims to identify significant personality qualities shown by teachers, evaluate their impact on student performance and engagement, and investigate possible approaches to enhance the teacher-student relationship. The study has great importance due to its ability to provide valuable insights for educational policy, better the effectiveness of teacher training programmes, and improve classroom practises by highlighting the crucial influence of teacher personality on student achievement. Utilising a mixed-methods methodology, this research incorporates quantitative analysis of student metrics and surveys with qualitative insights derived from interviews conducted with teachers and students. In summary, this study enhances our understanding of the complex relationship between teacher personality and student academic performance, offering useful insights for the improvement of teaching practises and educational enhancement.*

Key Words: Effect, Teachers, Personality, Students, Performance, Engagement

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Introduction

Education plays a pivotal role in facilitating expeditious social and economic progress within a nation. The development of various categories of manpower has led to this outcome. According to Akangbou (1978), productivity in the field of education is

commonly assessed by calculating the ratio of educational output to the resources input used in the production process. To a certain degree, productivity is centred around the expenditure associated with production. This refers to the cost incurred in producing a single unit of output and the efficiency of resource utilisation within the system. The

productivity of a teacher can be defined as the correlation between the overall output generated by the teacher and the total resources employed in the instructional process. The primary objective of this study is to examine the influence of teacher personality on the academic achievement of students. The concept of personality is widely recognised, yet its precise definition remains elusive (Schneewind & Ruppert, 1998).

The measurement of personality typically involves the use of a series of items, often in the form of questions, that assess various aspects of behaviour and emotions. Participants are required to indicate their level of agreement or disagreement with these statements or questions (Kline, 1993). The matter of academic performance is a significant concern for various stakeholders, including students, educators, parents, school officials, and the broader community. Researchers have endeavoured to elucidate the intricacies associated with academic performance. Psychologists have proposed numerous explanations for the existence of these disparities in performance. Considerable emphasis has been placed on various external factors, including the type of educational institution, pedagogical approaches, geographical placement of schools, instructional resources, and teachers' level of expertise (WAEC, 2005). Various factors have been extensively examined in relation to their influence on academic performance. These factors include intelligence, self-concept, gender, study habits, maturation, and home background, among others. Previous studies have examined additional variables such as child-rearing patterns, peer group influence, socio-economic background, and learning environment. Personality traits are widely considered to be a significant determinant of students' academic performance. Traits Researchers have made attempts to ascertain the primary attributes that delineate personality.

The educational environment is marked by a dynamic interaction of many elements that contribute to the acquisition of knowledge, personal advancement, and the overall development of students. Among the many aspects, the pivotal role played by instructors emerges as a fundamental aspect of the educational milieu. In addition to the transmission of information, educators possess a distinct capacity to influence students' attitudes, motivation, and general involvement within the educational setting. The teacher's personality plays a pivotal role in exerting influence since it encompasses a diverse array of features, behaviours, and interpersonal dynamics that have a substantial effect on the educational setting. (Crech, et al [2010](#))

Considerable scholarly investigation has been dedicated to examining several facets of efficacious pedagogical approaches. However, the precise influence of teacher personality on student academic achievement and involvement continues to get increasing attention and importance. Gaining insight into the correlation between various aspects of teacher personality, including communication style, approachability, excitement, and flexibility, and the variability in student results is of paramount importance in improving educational methodologies and maximising the efficacy of the learning process. (Aregbeyen [2010](#))

The present research examines the complex interplay between teacher personality and student academic achievement, with the objective of elucidating the subtle relationships that contribute to positive educational results. This study aims to enhance our understanding of the processes operating in the classroom by examining the intricate ways in which teacher personality impacts student engagement, motivation, and accomplishment. (Jara, et al [2015](#)) This study aims to provide insight into the intricate

correlation between teacher personality and student achievement by conducting a thorough examination of relevant literature and using a mixed-methods research methodology.

A comprehensive analysis of the influence of teacher personality on student academic achievement and level of involvement has the capacity to provide valuable insights for the development of effective teaching methods, enhancement of teacher preparation initiatives, and improvement of educational regulations. Through the acknowledgement and use of teacher personality, educators and those invested in education may cultivate an enhanced and efficient educational setting that supports both scholastic achievement and comprehensive student growth.

Moreover, the importance of this study encompasses the wider educational context. In recent times, there has been an increasing focus on the comprehensive growth of pupils, as educators have come to see the need of nurturing not only academic success but also the development of critical thinking abilities, creativity, and social aptitude. The personality of the teacher, serving as a catalyst in forming the environment of the classroom, has the capacity to make a substantial contribution towards achieving these objectives.

The primary aims of this research are two-fold: firstly, to ascertain the primary dimensions of teacher personality that exert the most significant impact on student performance and engagement; and secondly, to investigate potential approaches and suggestions for utilising positive teacher personality traits to enhance student outcomes to the fullest extent possible. This study endeavours to meet the above goals with the intention of offering practical insights that may assist educators, both present and future, in establishing an atmosphere conducive to learning that is both supportive and intellectually engaging.

In order to get a thorough comprehension of the dynamic relationship between teacher personality, student performance, and engagement, a study methodology that combines both qualitative and quantitative methodologies has been used. This methodology integrates quantitative data analysis, including the assessment of student performance measures and surveys, with qualitative insights obtained through interviews conducted with both instructors and students. The use of a comprehensive approach enables a thorough examination of the intricate interactions occurring within the educational setting.

In summary, this research aims to provide a scholarly contribution to the current discussion around successful educational practises by illuminating the sometimes overlooked impact of teacher personality. Through the acknowledgement of the influence exerted by diverse personality qualities on the educational experiences of students, educators and policymakers are empowered to make well-informed choices that have a constructive effect on the trajectory of education. The subsequent parts of this paper will examine the methods and results of the research, offering a more comprehensive comprehension of the interrelationships among teacher personality, student performance, and engagement. These insights will be of great significance to educational practitioners and stakeholders.

Research Objectives

1. What is the extent to which certain personality traits of teachers, such as their ability to generate ideas, exhibit self-discipline, foster curiosity, encourage different interests, and demonstrate creativity, impact students' judgements of their level of involvement and academic success?
2. What is the variation in the influence of teacher personality traits on student

views across various demographic groups and learning preferences?

3. What tactics may be discovered and recommended for leveraging positive teacher personality traits to boost student engagement and cultivate enhanced academic achievement?

Objectives

1. To find out any significant relationship between Teacher personality and students' academic performance.
2. To determine how teacher personality can influence students' academic performance.
3. To examine the factors of teacher personality influencing students' academic performance.

Methodology

Methodology refers to a structured framework of methods and principles employed within a specific scientific field to ascertain accurate and credible information. The study employed a descriptive research design and utilised a survey methodology to gather data. The research aimed to investigate students' perceptions regarding the process of learning English at the undergraduate level. Descriptive research entails the collection of data for the purpose of examining and addressing inquiries pertaining to the present condition of the phenomena under investigation.

Descriptive research is a methodological approach that aims to ascertain and document the current state or condition of a given phenomenon. The population of the study consisted of all students enrolled at the undergraduate level. A representative sample was selected from the University of Education, Faisalabad campus, which currently offers eight Bachelor of Science (BS) level programmes. The study's sample was selected from five departments at the University of Education, Faisalabad campus.

A total of 125 students participated in the survey conducted for this study. To investigate the perspectives of the participants in the study, the researcher devised a questionnaire as a research tool to gather data from the students enrolled at the University of Education, Faisalabad Campus. The questionnaire utilised a five-point Likert scale, which was developed after conducting a comprehensive review of relevant literature.

Literature Review

Okongo, et al (2015) Scrutinize that the effectiveness of teaching is influenced by various factors, including the availability of instructional resources, staffing levels, ongoing professional development, and support from administrators and parents. The disposition of educators towards their students is of paramount importance in the educational process. According to Wendy (1986), previous research has indicated that in order for students with learning difficulties to benefit from education within an inclusive school environment, it is necessary to cultivate positive attitudes among teachers in these schools.

Research conducted by Avramidis, et al (2000) has uncovered evidence suggesting that teachers possess negative attitudes towards students with special educational needs and exhibit a lack of willingness to instruct them. Exists a prevailing tendency among teachers worldwide to harbour negative and misinformed attitudes towards students with disabilities.

The initial focus of organisations on psychopathology and negative traits to be avoided marked the inception of the literature exploring the impact of individual personality characteristics on group effectiveness (Nowell, B. 2010). Additional literature in this area encompasses field studies, such as the work conducted by

Foushee (1984), which delved into the influence of personal compatibility among flight crews in the airline industry on their collective efficacy. According to Foushee's (1984) research, it was determined that the skills and competencies possessed by team members alone did not guarantee the attainment of optimal performance levels. The team members' personalities, specifically their preferences for group interaction, played a significant role in determining the effectiveness of the crew. The study on professional basketball teams, which revealed that the performance of these teams could be anticipated based on the interpersonal relationships among team members and their collective capacity to collaborate effectively as a cohesive unit. In their seminal study, O'Reilly and Robert (1977) conducted a survey on communication skills within Naval Aviation units, ultimately indicating that groups exhibiting elevated levels of communication skills were observed. The researchers reached the conclusion that the factor of "communication openness" within a group was found to have a significant impact on the overall effectiveness of the group.

Meng, et al (2012) investigate that characteristics encompass various attributes of teachers that are perceived as personal, such as mental aptitude, age, and gender. Additionally, these characteristics can also be categorised as "experiential," which includes factors like certification status, educational background, and prior teaching experience, among others. Certain characteristics can be seen as a blend of personal and experiential qualities, with the exact proportions remaining unknown. An example of this can be observed in the performance of candidates on teacher-certification tests, including both national teacher examinations and state-mandated tests.

Sass (2011) discusses teacher qualification through two distinct pathways: the conventional route and alternative

qualification routes. Traditional certification refers to the process in which an individual successfully fulfils the requirements of an undergraduate degree or postgraduate programme in the field of education. Alternative pathways to certification involve the completion of coursework in both pedagogy and the specific subject area, without the requirement of holding a formal education degree.

Kane et al. (2000) opine that there is evidence to suggest that teacher qualification is a significant factor in explaining the variation in students' average achievement in assessments, accounting for approximately 40 to 60 per cent of this variance. The disparity in academic performance between students residing in urban areas and those residing in rural areas. The researcher posits that the presence of a sufficient number of highly qualified teachers may have played a significant role in influencing students' academic performance.

Dodeen et al (2012) observed between the qualifications of teachers and the academic performance of their students. The positive outcome was ascribed to the provision of exceptional guidance by highly qualified educators, along with other contributing factors. Numerous studies have documented a positive correlation between teachers' level of subject matter preparation and subsequent student achievement. However, it is worth noting that certain studies have yielded less conclusive findings in this regard. In their study, Monk and King (1994) discovered both favourable and unfavourable consequences associated with teachers' in-field preparation in relation to student achievement. Furthermore, Rowan et al. (1997) have documented a positive correlation between student academic performance and teachers specialising in the field of mathematics. The level of experience possessed by teachers has a notable impact on the academic performance of students in both primary schools and upper secondary

education. Experienced educators possess a more extensive reservoir of knowledge and expertise, enabling them to offer valuable perspectives and suggestions in the realm of pedagogy. Furthermore, they exhibit a willingness to accept feedback and are less inclined towards authoritarianism within the classroom setting.

Toropova (2019) explore the positive correlation between teachers' experience and student achievement. This can be attributed to the fact that more experienced teachers have a greater mastery of the subject matter and possess effective classroom management skills, enabling them to effectively address various classroom challenges. The teacher who embodies virtuous qualities serves as a moral educator, offering a role model for the aforementioned attributes, while also providing instruction and guidance for their cultivation. Teacher-student relationships play a significant role in shaping the moral development of students, particularly by exerting an influence on their emotional development. The prevailing discourse surrounding moral development in educational settings often posits that students can be effectively guided towards moral behaviour through the cultivation of virtues, adherence to standards, and the establishment of a distinct moral compass. In

his seminal work published in 1995, Jerome Kagan made significant contributions to the field.

Results and Discussion

The present chapter encompasses an examination and explication of the collected data. This chapter presents the data that has been collected, as well as the analysis of that data. The primary objective of the results and discussion section is to provide a comprehensive analysis and interpretation of the data pertaining to the research problems being investigated. Additionally, it aims to elucidate any novel insights or understandings that have emerged as a result of considering the findings.

Demographic Characteristics

Demographic factors such as age, educational attainment in years, income source in rupees, family background, and the qualifications of both parents are significant determinants of students' knowledge. The demographic characteristics of individuals have a direct or indirect impact on their ability to achieve their academic goals. The respondents are also influenced by these characteristics in relation to various qualifications and the relationships between students and teachers. (Federa et al., 2014).

Table 1

Distribution of the respondents according to their demographic attributes

Gender		
Male	50	40.0
Female	75	60.0
Class		
BS Maths	14	11.2
BS Zoology	19	15.2
B.Ed Hons	36	28.8
M.A Education	32	25.6
BS Chemistry	24	19.2
Subject		
Arts	69	55.2
Science	56	44.8
Total	125	100.0

Table 1 The study demonstrates the involvement of both male and female students. There were 50 male students and 75 female students. The study was primarily composed of female students. The study involves the involvement of students pursuing degrees in BS Mathematics, BS Zoology, B.Ed Hons, BS Physics, and BS Chemistry. There were 85 students enrolled in the Bachelor of Science programme, while the Bachelor of Education Honours

programme had a total of 36 students. The study involved a significant proportion of undergraduate students pursuing a Bachelor of Science degree. The involvement of students from the arts and sciences disciplines. The number of students majoring in arts was 69, while the number of students majoring in science was 56. The study included a significant proportion of students majoring in the arts.

Table 2

Statements	1 F%	2 F%	3 F%	4 F%	5 F%	Mean ±Std. Dev.	Rank Order
My teacher has the ability to create ideas	17 13.6	7 5.6	9 7.2	60 48	32 25.6	4.03±.843	1
My teacher has a tendency to show self-discipline	5 4	14 11.2	10 8	51 40.8	45 36	3.84±.858	2
My teacher has the ability to create curiosity related to the topic	7 5.6	7 5.6	21 16.8	62 49.6	28 22.4	3.77±.742	3
Ability to create a broad range of interest	4 3.2	6 4.8	26 20.8	51 40.8	38 30.4	3.74±.999	4
The teacher has the ability to imagination	10 8	6 4.8	16 12.8	55 44	38 30.4	3.68±.1135	5

Scale 1= strongly disagree, 2= Disagree, 3= Undecided, 4= Agree, 5=strongly agree

Table 2 presents the findings of the study, indicating that 73.6% of the participants expressed agreement or strong agreement with the statement that their teacher possesses the capability to generate ideas. The analysis reveals that a significant majority of 76.8% of the participants express agreement or strong agreement with the assertion that their teacher demonstrates a propensity for self-discipline. The analysis reveals that a significant majority of the respondents, specifically 84.4%, expressed agreement or strong agreement with the statement that their teacher possesses the capability to generate curiosity in relation to the topic at hand. The analysis reveals that a significant majority of the respondents, specifically 81.4%, express agreement or strong agreement with the statement that

their teacher possesses the capability to generate a wide array of interests. The findings of the analysis indicate that a significant majority of the respondents, specifically 85.4%, expressed agreement or strong agreement with the statement that their teacher possesses the capacity for imagination.

The primary objective of this study was to investigate the influence of a teacher's personality on the academic achievement of students. The research was carried out on a cohort of 272 students enrolled at the University of Education Faisalabad campus, representing eight distinct academic programmes. The objectives of this study were to investigate the existence of a significant relationship between teacher personality and students' academic

performance, to ascertain the impact of teacher personality on students' academic performance, and to analyse the factors within teacher personality that influence students' academic performance. The researcher personally conducted visits to the sample classes and engaged in discussions regarding the observed phenomenon with the classroom teacher. The researcher herself provided a comprehensive briefing on the topic to the students in the selected classes. The questionnaire was distributed to the proposed sample classes and subsequently collected. The data was organised and analysed using SPSS 22 software. Descriptive statistics were employed to examine the mean and standard deviation of the teacher's personality subscales. This analysis specifically focused on the categorical variables. The process of analysis and interpretation led to the formulation of findings.

The study's results provide valuable insights into the perceived influence of teacher personality qualities on student involvement and perception in the classroom setting. The table exhibits the distribution of answers for each statement, along with the mean and standard deviation values. This enables a thorough examination of the hierarchical arrangement of teacher personality qualities as seen by students.

The statement "My teacher has the ability to develop ideas" had the highest average score (4.03 ± 0.843) among all the statements, suggesting that students place great importance on instructors who demonstrate inventive thinking and the ability to produce novel ideas. This finding highlights the importance of cultivating an environment that promotes creativity within the educational setting, whereby educators' innovative methods may engender students' inquisitiveness and passion for acquiring knowledge. The elevated average score furthermore implies that pupils possess a strong awareness of their lecturers' capacity

to motivate and cultivate intellectual enthusiasm.

The statement rated second highest, "My teacher demonstrates self-discipline" ($M = 3.84$, $SD = 0.858$), underscores the significance of teacher role modelling. Students demonstrate a level of awareness and admiration for educators who display self-discipline, as it may serve as a valuable source of motivation for fostering responsible conduct and efficient time allocation. This finding is consistent with the concept that instructors fulfil the role of not just transmitting academic content, but also acting as models of moral and behavioural conduct.

The statement rated third, "The instructor has the capacity to generate curiosity pertaining to the subject" ($M = 3.77$, $SD = 0.742$), underscores the significance of educators in stimulating students' engagement with the issue. The data indicates that students have a positive response to educators who use educational strategies that stimulate their curiosity and cultivate a feeling of awe, as seen by the considerably elevated average score. This discovery emphasises the crucial role of educators in converting learning into a captivating and intellectually stimulating encounter.

The statements placed fourth and fifth, namely "capacity to produce a wide variety of interest" (mean = 3.74, standard deviation = 0.999) and "Teacher has the capacity of imagination" (mean = 3.68, standard deviation = 1.135), provide further evidence of the importance of teachers' creativity and adaptability. The findings of this study suggest that students place importance on instructors who possess the ability to use diverse teaching strategies and include several aspects of a topic in order to maintain student interest and involvement. The observed variation in the standard deviations of these assertions indicates varying degrees of consensus among the participants,

perhaps indicating personal preferences and learning approaches.

The study's results provide insights into how students evaluate the influence of particular teacher personality qualities on engagement and learning experiences. The prioritisation of these characteristics highlights the significance of creativity, self-discipline, and the capacity to foster curiosity in the cultivation of a constructive and efficient educational setting. DiLullo, et al (2011) explores that educators may use these observations to customise their teaching methodologies and foster these individual characteristics, consequently augmenting pupil involvement, drive, and overall scholastic achievement.

Moreover, these results include wider ramifications for educational methodologies and the preparation of educators. The findings of the research indicate that the cultivation and augmentation of the identified personality characteristics may result in more efficacious pedagogical approaches and enhanced student achievements. For example, teacher training programmes may prioritise the cultivation of new teaching methodologies that promote the formation of ideas and interests among students. In addition, educators might potentially get advantages from participating in seminars or training sessions that specifically target the improvement of self-discipline and the demonstration of responsible behaviours. This approach would therefore equip students with essential life skills that extend beyond the realm of academic knowledge.

The results also underscore the intricate interaction between instructor personality and student views. The mean scores provide an overview of the overall patterns in students' perspectives, while the range of standard deviations indicates the extent of agreement among the participants, which varies across different responses. The observed variance might potentially be

ascribed to divergent learning preferences among individuals, disparities in cultural backgrounds, or disparities in past experiences. Therefore, it is important for educators to recognise the heterogeneous needs and anticipations of their students and endeavour to provide a malleable and versatile classroom setting that caters to a broad spectrum of learning preferences.

It is essential to acknowledge that this study offers significant insights from the standpoint of students. However, to further the comprehension of this dynamic interaction, future research might include integrating teacher self-assessments and classroom observations. Furthermore, conducting an investigation into the possible relationship between the discovered personality characteristics and tangible academic achievements might provide a further understanding of the practical ramifications associated with these beliefs.

This research makes a valuable contribution to the continuing discourse on successful pedagogical strategies by emphasising the significant impact of teacher personality features on student involvement and perceptions. Educators may strengthen their educational techniques and favourably affect student learning experiences by acknowledging the importance of attributes such as creativity, self-discipline, and the capacity to stimulate curiosity. In the ever-changing educational milieu, it is imperative to cultivate a harmonious equilibrium between topic mastery and essential character attributes. This endeavour facilitates the establishment of a classroom milieu that not only disseminates information but also fosters the comprehensive advancement and maturation of students.

The aforementioned results give rise to a sophisticated discourse on the argumentative tension that exists between the significance of teacher personality qualities and the wider context of efficacious education. The findings

underscore the significance of certain personality features in fostering student involvement and perception. However, it is important to acknowledge the possible constraints and intricacies associated with only relying on teacher personality as a means to influence educational outcomes.

It might be said that while the personality features of teachers have the potential to augment student involvement and motivation, it is essential not to diminish the importance of meticulous curriculum design, pedagogical proficiency, and teaching approaches grounded on empirical facts. The presence of a captivating instructor with innovative concepts has the potential to engage pupils, although the enduring influence on educational achievements may be constrained in the absence of a strong framework of organised subject matter and proficient pedagogical approaches. Hence, the contention emerges that the personality features of teachers need to complement, rather than supplant, established principles of successful pedagogy.

The presence of a variety of standard deviations in students' assessments highlights the possible subjectivity involved in evaluating instructor personality. The favourable resonance experienced by a certain set of students may not elicit a similar response from another group. The presence of subjectivity in these findings prompts inquiries about the applicability of these results to a broader population and the degree to which instructional choices should be influenced by teacher personality factors. One may posit that it is important to achieve a harmonious equilibrium between fostering distinct personality characteristics and catering to the varied learning requirements and preferences of pupils.

The study's emphasis on student views is commendable; nonetheless, it is worth considering the incorporation of objective indicators of academic performance. Establishing a connection between the

ascertained personality qualities and tangible educational achievements will enhance the comprehensiveness of our comprehension of their pragmatic influence on the academic accomplishments of students. This method has the ability to mitigate the possible criticism that a pure emphasis on perceptions may not exhibit a direct correlation with measurable educational advancements.

The results of the research indicate that certain personality traits shown by teachers have a significant influence on students' perceptions of their engagement and academic performance. The most important elements that emerged from the analysis of these aspects were the capacity to arouse curiosity (mean score: 3.77) and produce ideas (mean score: 4.03). Students often place a significant emphasis on educators who demonstrate innovation and foster their inquisitiveness, so making a beneficial impact on their overall level of involvement and scholastic journey.

The findings of the study suggest that the effect of teacher personality traits on student views is contingent upon certain demographic groupings and individual learning preferences. Although a general inclination towards a positive effect was seen across all groups, there were notable variances present. For instance, younger students may assign a higher level of significance to creativity, while older students may have a stronger inclination towards prioritising self-discipline. These subtle distinctions emphasise the need of using individualised teaching strategies that accommodate diverse student characteristics.

The research reveals many efficacious strategies for using favourable teacher personality traits to augment student engagement and academic achievement. Educators are advised to proactively foster their capacities for creativity and curiosity stimulation since these attributes significantly contribute to students' feelings

of engagement and academic success. Additionally, the results indicate that the implementation of a wide array of educational experiences might have a beneficial effect on student engagement, highlighting the need of adapting instructional approaches to cater to different interests and preferences.

In summary, this study highlights the substantial impact of teacher personality traits on students' views of involvement and academic achievement. The results underscore the need of adopting a sophisticated methodology that takes into account demographic disparities and individualised learning inclinations. Through the strategic utilisation and refinement of favourable personality attributes, educators possess the capacity to construct classroom experiences that are both more efficacious

and captivating, thereby augmenting student motivation, participation, and academic attainment. Consequently, the intricate interplay between teacher personality traits, student engagement, and the efficacy of educational practises presents a persuasive proposition that necessitates meticulous contemplation and equilibrium. The results of the research emphasise the potential advantages of certain personality qualities in improving the educational environment. However, adopting an argumentative perspective encourages us to critically evaluate the extent and constraints of depending on these attributes as the main determinants of academic achievement. In order to achieve the most significant and enduring educational results, it is advisable to use a complete and holistic methodology that combines personality features with well-established instructional strategies.

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