

## Impact of Teacher's Personality (Agreeableness) on Student Satisfaction

SHAH MEHMOOD

BS (Petroleum and Gas), BUIITEMS  
Quetta, Pakistan  
SYED NISAR AHMED  
Visiting Faculty Member, BUIITEMS  
Quetta, Pakistan

### Abstract:

*The purpose of the study was to examine the Impact of Teacher's personality (Agreeableness) on student satisfaction. The primary data collection technique that is questionnaire was used for the purpose of analyzing the data. It was distributed to 112 peoples. The findings of the study revealed that student satisfaction is positively associated with teacher's personality (Agreeableness). The study also found that the students whose teachers are having agreeableness personality are very sharp, confident and satisfied from their carrier. As the students get kind and satisfying replies from the teacher side, the core abilities of the students are affected positively. Regression results show that there is effectiveness of the teacher's personality (Agreeableness) on the student satisfaction and this depends on how much the students are satisfied with their teachers' personality of agreeableness.*

**Key words:** Personality (Agreeableness), Student Satisfaction

### Introduction:

Student satisfaction has always remained a variable of key interest to all the organization's heads in a global setting.

Education is now universally recognized to be the prime key of cultural, moral, political and socio-economic progress of a nation. The nations, which have taken major initiatives, made revolutionary advances and performed miracles in the previous two decades. No doubt, this huge achievement is based on their effective educational system (Ahmad 2009). According to Bhatia (1977), "Effective teaching has no meaning if it does not go to effective learning." In schools, students spend a lot of time with the teacher and the teacher's personality affects the learning situation in the classroom. It is important to know how is that teacher personality which is effective in instilling a love of learning in student. Bennett & Okinaka (1991), Astin (1993), Cabrera, Nore, Castaneda (1993) emphasized that a focus on student satisfaction is critical to creating a climate that is more conducive to student development.

The previous studies which play a vital role in my research paper, were done in the world's most successful, organized and latest technology owning Universities. Almost all of the research papers from which I got help in order to write this paper, were written on student satisfaction with any other variable or teacher's personality (Agreeableness) with any other variable. But my research paper is written on the "Impact of teacher's personality on student satisfaction".

Today the one and only competition in the global world is education. And the more comprehensive education is, it can lead the people to compute the world. So for giving the comprehensive education to the students in order to compute the world, the teachers must make some changes in their teaching style and must adopt the new ways of teaching which have been found by the researchers.

The purpose of this study is thus to find the relationship of teacher's personality (Agreeableness) and student satisfaction. The significance of the study is positive, which gives the policy makers new ideas and a new way of studying such variables. To the researchers we have given a platform

that they search more variables and add in this model in order to receive more comprehensive results. For the students, this research would open new research avenues.

## **Literature review**

### **Teacher's Personality (Agreeableness):**

Buunk et al (2005) expressed that the Teacher's personality dimension of agreeableness is associated with kindness, forgiveness, soft heartedness, helpfulness, cooperation, tolerance and good nature. Agreeableness shows a positive relationship to others.

As from the definition, it is clear that the teachers who have high personality trait of agreeableness are much liked by their students. As Graziano et al (1996) mentioned, high agreeable teachers generate positive relations to their students. According to Costa and McCrae (1992), agreeableness is associated with close familiarity, friendship, closeness and those thoughts and behavior which indicate warm, close and communicative interactions. The teachers high in agreeableness are trusted and engaged in cooperation by their students. Judge et al. (2002) stated that agreeable teachers have high tendency to achieve closeness with their students and can also lead the students easily to their target. Harris and Fleming (2005) mentioned that agreeableness describes sympathy, tenderness and kind characteristics. Manning et al. (2006) expressed that the high agreeable teachers listen the students attentively and have greater response to them, which makes the students be more confident when asking questions. Graziano and Jensen-Campbell (1996) discussed that agreeableness may deviate people from unwanted situations and give sense to the people about unwanted situations and explain the meaning either by words or by artistic representation to the people.

### **Student satisfaction:**

Kalenberg et al. (1998) expressed that student satisfaction can be achieved by appraising all the activities related to the university, college or school and also appraising the subject work. The teachers should treat the students carefully and sensitively and provide help where it is necessary; even a simple attention of listening to them is appreciated.

Grossman (1999) stated that the teachers should treat their students like a customer or client within the college, university or school and the organization should give the urgent and important focus on the students to fulfill their requirements and expectations. Bitner and Zeithaml (1996) expressed that the higher student's satisfaction needs the higher communication skills of the teachers should be. And the helpful relation between teachers and students can help the students achieve their target or study objectives.

Mai (2005) did a survey on student satisfaction and its necessary factors. He found that the School, College or University environment, the education quality, how much a teacher is expert in his subject and how much he takes interest in his subject, were the most necessary foretells of the student satisfaction. Wetzel et. al (1999) discussed that commuter or resident students show to impact their appraisal of quality. Similarly, having a compatible roommate and entering in a new social environment does also increase the student satisfaction. Generally each aspect of the institution like reputation and progress through the academic programs also impact on student satisfaction. Moro-Egido and Panades (2009) stated that those students who are part time are less satisfied and women are more satisfied in general. Those students who are getting different specialized programs are relatively more satisfied with their degree.

### **Link of student satisfaction and teacher's personality (Agreeableness):**

Wubbels and Levy (1993) and Birch and Ladd (1997) discussed that a positive classroom environment is the reason of a positive student-teacher relationship and this positive environment can be gained by the high agreeableness from the teacher's side. As the teacher is caring, helpful and more sensitive about their students, the students feel satisfied. Pianta and Walsh (1996) said that the relationship between teacher and student that is caring, encouraging and supportive has also been stressed. Ridley and Walther (1995) expressed that the students need a positive personal relationship high in agreeableness from their teacher side, with affective and personal factors being important. Birch and Ladd (1997) stated that a warm agreeableness from the teacher side to their students has also been linked with positive student attitude towards school and attractive in the school environment (more cooperative, less avoidant and more self-directed) and also be interested in the subject and classroom. Baker (1999) investigated the effects of the relationship between teacher and student. She found that those students who got less feedback from their teacher side were dissatisfied and those who got cooperative, caring and sensitive feedback from their teacher side were more satisfied.

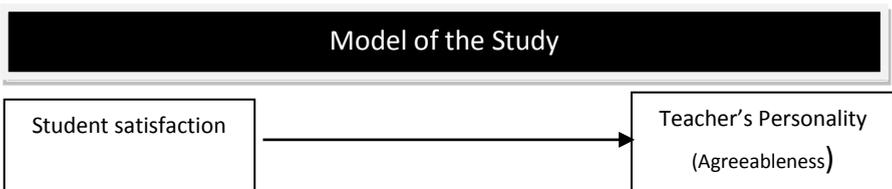
*H1: Teacher's personality (Agreeableness) is positively related to student satisfaction.*

*H0: Teacher's personality (Agreeableness) is not positively related to student satisfaction.*

## **Methodology:**

Following is the method of convenience sampling; a sample of 105 students and 7 teachers of organization were selected to collect the primary data for this study. These were graduates and post graduates and the students were under-graduates. Only self-administered questionnaires were used. Out of the 112 questionnaires, 112 questionnaires were received back. The

response rate was 100%. The questionnaire contained a total of 13 items out of which 7 items were for student satisfaction and 6 items were for teacher's personality (agreeableness). Personality (Agreeableness) and student satisfaction items were adopted and adapted from the previous studies in the same field. The reliability values of the scale are shown in the correlation metrics below. To test the hypothesis, regression and correlation analysis were used.



		<b>Frequency</b>	<b>%age</b>
<b>Gender</b>	<b>Male</b>	112	100
	<b>Female</b>	00	000
<b>Age</b>	<b>20-29</b>	107	95.5
	<b>30-39</b>	05	4.5
	<b>40-49</b>	00	000
<b>Education</b>	<b>Bachelors</b>	107	95.5
	<b>Masters</b>	05	4.5
	<b>M.phil.</b>	00	000
	<b>Ph.D.</b>	00	000
<b>Experience</b>	<b>1-4 months</b>	00	000
	<b>1-4 years</b>	02	1.78
	<b>5-10 &amp; above</b>	03	2.67

**Table 1: Demographics**

## **Results and discussion:**

### **1. Correlation Analysis:**

The correlation between the two variables which are named as Teacher personality (Agreeableness) and Student satisfaction was checked, the results of which are reported in the correlation matrix. These two variables in the study are found

to be highly correlated with each other. Throughout the analysis, Teacher personality (Agreeableness) will be denoted by T and student satisfaction will be denoted by S.

	<i>Mean</i>	<i>S.D.</i>	<i>TS</i>	<i>INP</i>
<i>T</i>	3.845	0.541	-.082	
<i>S</i>	3.971	0.589	-.082	

\*\* correlation is significant at 0.01 level of significance

**Table 2: Correlation Matrix**

Table 2 shows the correlation matrix. As shown in the table, the mean of Teacher's personality (Agreeableness) is found to be 3.845 whereas its standard deviation is found to be 0.541. The mean of Student satisfaction is 3.971 with a standard deviation of 0.589. The correlation values show that student satisfaction is strongly positively correlated to teacher's Personality (Agreeableness) with the values of -.082 and -.082 respectively at the significance level of 0.01. The degree of association between Student satisfaction and teacher's personality is found to be -.082 at the 0.01 significance level which is also positive.

## 2. Regression Analysis:

To test the hypothesis of the study, regression analysis was used in the third step. In order to examine the *H1* of the study, regression was run keeping Student satisfaction as dependent and Teacher's personality as independent variable. The results are as follows:

<i>Variables</i>	<i>B</i>	<i>t-stat</i>	<i>Significance</i>
<i>T</i>	23.073	7.870	0.000
<i>S</i>	-.180	-.838	0.404
<b>R square = 7 %</b>		<b>Adjusted R square = 3%</b>	

\*\* Correlation is significant at 0.01 level of significance

**Table : 3 : Regression Analysis**

The above table reveals that the coefficient of student

satisfaction is -.180 which is positive and highly significant at 0.01 level of significance. The coefficient of teacher's personality (Agreeableness) is also found to be positive and significant ( $\beta = 23.073$  at sig = 0.000). The t-stats of student satisfaction and teacher's personality (Agreeableness) are -.838 and 7.870 respectively which also show that the result is highly significant. The overall fit of the model is 7% (adjusted R square = 3%). Hence student satisfaction and teacher's personality are found to be positively associated with each other, thus accepting H1.

### **Recommendations and particular implications:**

Following are the recommendations drawn from the results of this study:

- The teacher should be pleasant, have a kind disposition, and inclined to keep the class cheerful and pleasant.
- Interested in students, eager to help in difficulties, keen to encourage them in their enthusiasm, interest and research work.
- Ready to clarify things as possible, have tolerance of students' faults, willing to repeat and clarify parts of lessons not understood.
- The teachers should be sensitive in the classroom so that the students would feel appreciated and thus more satisfied.
- The teacher should listen attentively the questions asked by the student and must give a satisfactory reply.
- The teachers should pay more attention to the sensitive students than to the less sensitive ones so that the less sensitive students will try to do their best for getting more attention by their teachers.
- The teacher should take care of their students in any undesired event so that the student feels that someone is always with him.

- The teacher should be alert, active and full of enthusiasm for the task and the company of pupils.
- The teacher should have no favorite student in the class and should not be prejudiced against any.
- The teacher should maintain discipline in the classroom, be firm but not harsh.
- The teacher should be presentable in health, dress and appearance.

### **Limitations and future research:**

This study carries some limitations. One of the major limitations is that the study time-period was too short. Future research is directed to have a long time-period in order to study such a relationship.

The other limitation of this study is that the sample size of the study was not large enough. Future studies are directed to have a large sample size.

The third limitation was the budget and resource shortage due to which data was not collected from all the universities of the country. Future research should collect data from almost all the universities of the region.

This research contains just two variables. Future studies are directed to add some more variables in this study such as behavior of the teacher, the other four personality traits of the teacher etc.

Lastly the data was collected from the organization of Baluchistan only; future studies should widen the area range in order to increase its reliability.

### **Conclusions:**

The data for the paper was collected from the university students and a questionnaire was used for this purpose. The strength of the questionnaire was 112 and the received

percentage was 100%. The paper consists of two variables which are highly positively correlated. When one variable is increasing the other also increases, and when the one variable is decreasing the other also decreases. The variables are highly positively correlated with each other, which indicates that this positive behavior will utilize the core abilities of the student.

## **BIBLIOGRAPHY:**

- Afzal, W., Akram A., Akram M.S. and Ijaz A. 2010. "On students' perspective of quality in higher education." 417-418, 422. 3<sup>rd</sup> International Conference. *Assessing Quality in Higher Education*.
- Ali Shah, Syed Shafqat. 2009. *Impact of Teacher's Behaviour on the Academic Achievement of University Students*. PhD thesis, University of Arid Agriculture, Rawalpindi, 18-58.
- Baker, J.A. 1999. "Teacher-student interaction in urban at-risk classrooms: Differential behavior, relationship quality, and student satisfaction with school." *Elementary School Journal* 100: 57-70.
- Barrick, M.R., Mount M.K. & Ryan, G. 2003. "Meta-analysis of the relationship between the five factor of personality and Holland's occupational types." *Personality Psychology* 56: 45-74.
- Barrick, M.R. and Mount, M.K. 1991. "The five big Personality dimensions and job performance: A meta-analysis." *Personal Psychology* 44:1-24.
- Bolger, N. 1990. "Coping as a personality process: A prospective study." *Journal of personality and social psychology* 55: 525-537.
- Bonti, F. 2009. "A study on Personality that influences teaching effectiveness." 18-24.
- Burnett, P. C. 2002. "Teacher praise and feedback and student's

- perception of the classroom environment.” *Educational Psychology* 22(1): 5-16.
- Diener, E., and Lucas, R.E. 1990. “Personality and subjective-being.” In *Well-being: The fundamentals*, edited by N. Schwarz, 213-291. New York: Russel Sage Foundation.
- Elliot, K.M. and Healy, M.A. 2001. “Key factors influencing student satisfaction related to recruitment and retention.” *Journal of Marketing for Higher Education* 10(4): 1-11.
- Eyeseck, E.J. and Eyeseck, M.W. 1985. *Personality and individual difference: A natural Sciences approach*. New York: Plenum Press.
- Eyeseck, H.J. 1947. *Dimensions of personality*. London: Hund, Barnard, and Co.
- Ho, Vida Nim Yan. 2007. “The effect of personality coping of perceived work stress among the White-Collar work force in Hong Kong, 6-10. <http://hdl.handle.net/2031/5111>
- Huang, Q. 2009. *The relationship between service quality and student satisfaction in higher education sector: A case study on the undergraduate sector of Xiamen University of China*. Thesis report submitted in partial fulfillment of the requirement for the degree of: Masters of Business Administration, Assumption University, Thailand, 16-21, 30, 38-60.
- John, O.P, and Serivastava, S. 1990. “The Big Five trait taxonomy: History, measurement and theoretical perspectives.” In *Handbook of Personality: Theory and Research*, edited by L.A. Pervin & O.P. John, vol.2, 102-138. New York: Guilford Press.
- Kaldenberg, Browne, W. and D. Brown. 1998. “Student customer factors affecting satisfaction and assessments of institutional quality.” *Journal of Marketing Management* 8(3): 1-14.
- Kayastha, A. 2011. “A study of Graduate student satisfaction

- towards service quality of universities in Thailand.” 8, 18-22. Webster University.
- Lauri, A., Campbell, Jensen, and Graziano, William G. 2001. *Agreeableness as a moderator of inter-personal conflict*, 348, 326-335. Blackwell Publishers.
- Letcher, W.D. and Neves, S.J. “Determination of undergraduate business student satisfaction.” *Research in Higher Education Journal* 6(1): 1-26. 3-8.
- Lopes, P.N., Salovey, P., and Straus, R. 2003. “Emotional intelligence, personality and the perceived quality of social relationship.” *Personality and Individual Differences* 35(3): 641-658.
- Luce, S., and Hoge, R. 1978. “Relations among teacher rankings, pupil-teacher interactions, and academic achievement: A test of the teacher expectancy hypothesis.” *American Educational Research Journal* 15: 489–500.
- Mai, L. 2005. “A comparative study between UK and US: The student satisfaction in higher education and its influential factors.” *Journal of Marketing Management* 21: 859-878.
- Park, J. 2006. “A look at satisfaction with ethnic diversity of the student body for White, Black, Latino/a, and Asian American students.” *Association for the study of higher educational Annual Conference*, 4-11.
- Shank, M. D., Walker, M. & Hayes, T. 1995. “Understanding professional service expectations: do you know what our students expect in a quality education?” *Journal of Professional Service Marketing* 13(1): 71-89.