The Impact Of Teachers' Temperament On Students' Attitudes And Performance

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Abstract – Teaching is a noble profession that deals with varied personalities. Besides, students may be inspired or discouraged by the mannerisms teachers show in class sessions. Thus, in this paper, the authors sought to assess the impact of teachers' temperaments on students' achievements. To get authentic results, the researchers chose to use both qualitative and quantitative research approaches, where the data collection tools were questionnaires. The target population was aimed at 150 students from Rwanda Polytechnic—IPRC Musanze (years 1, 2, and 3). Moreover, in this study, the sampling was selected through a stratified random technique. The results have shown that a large number of students love smart, flexible, and time-management teachers, among others. Students, on the other hand, lose interest when they have a teacher who is lax, rigid, or shabby, to name a few characteristics.

Keywords – Temperament, Attitudes.

I. INTRODUCTION

Through this academic work, the spirit of contributing to quality education moved researchers. In a broad sense, the way teachers behave in front of students plays a big role in influencing, inspiring, directing, and capturing their attention. This may happen directly or indirectly. Thus, the focus of this study was on identifying various teachers' temperaments at work, investigating the effects of teachers' temperaments on students' attitudes, and examining how teachers' temperaments impact students' academic performance.

1.1. Background of the study

Students perform well when they like a course, and they feel excited to learn when they are attracted, motivated, and connected to the teacher. Students achieve more when their teachers emphasize academic objectives, use contextualized language, practice good time management, create a warm learning environment, help their students reach their expectations, keep a smart and clean outlook, and involve students in the adaptation of the curriculum progressively (Bardach& Klassen, 2020; Brophy, 1986).

In their study, the scholars Kearney, Plax & Allen (2002) revealed that the more teachers demonstrate misbehavior in the classroom, the less willing students would take their course. Most of the cases, teachers who have tendency to be offensive, bossy, and rude, their messages are always interpreted as insults by the students. Skinner & Belmont (1993) pinpointed that disaffected students can be uninterested, unhappy, worried, or even irritated about their presence in the classroom; sometimes they feel withdrawn from learning opportunities, and that mood pushes them in rebellion towards teachers and classmates. In such a context, teachers were urged to change behaviors that undermine the motivation of students and promote the engagement of discouraged students so as to meet educational objectives and improve performance.

It is against this background that this study was undertaken. The study's researchers believe that the findings will help to improve teachers' attitudes toward successful students, both academically and in real-life situations.

1.2 Problem statement

Learning may mean imitating, copying, and assimilating. On the other hand, teaching may mean showing, guiding, inspiring, and being a role model, among others (Maker, 2022; Vermote et al., 2020). Disorganized teachers, as well as less intelligent, rude, and offensive teachers, have been linked to student academic failure (Sun, Rachel, and Daniel, 2012). The problem in this study remains the temperament of a teacher in front of students in a way that diverts their initial learning purpose.

1.3 Research objectives

1. Identify various teachers' temperaments at work.

2. Investigate the effects of teachers' temperaments on students' attitudes.

3. Examine how teachers' temperament impacts students' academic performance.

1.4 Research questions

1. What are teachers' temperaments at the workplace?

2. What are students' attitudes towards teachers' temperaments?

3. What is the relationship between teachers' temperaments and students' performance?

1.5 Methodology

In conducting this study, various methods and procedures were used in data collection, analysis, and interpretation. Researchers used both qualitative and quantitative approaches. Patton (2002) points out that both quantitative and qualitative data can be collected in the same study as both methods involve differing strengths and weaknesses; they constitute alternative but not mutually exclusive strategies for research. In this study, students from higher education were chosen to represent other students. The sampling technique was applied to Rwanda Polytechnic—IPRC Musanze. The case study enabled researchers to understand the effects of teachers' temperaments on students' attitudes and performance.Bryman (2004) explains that a case study involves the detailed and intensive analysis of a single case or sometimes extended to include the study of just two or more cases for comparative purposes. The total sampled size was 150 students from three consecutive academic levels (Year 1= 50; Year 2=50 and Year 3= 50).

The choice of data collection techniques was led by the objectives of this study. Thus, the researchers used questionnaire, observation, and documentation review. They were applied to obtain reliable data for there is no single instrument that is self-sufficient in data collection.

II. LITERATURE REVIEW

2.1 Teachers' temperament at the workplace

Temperament is someone's character that affects their moods and their way of behaving. Every person has a unique personality that differentiates him/her from other people. Raymond (2008) states that personality includes inborn features that lie in the perceptual sphere. Understanding someone's personality is reflected in how he/she acts and feels in a given situation. According to Shulman (2004), behavior comprises foundation, interplay, importance of objectives, and assistance as the range of interconnected actions required for good teaching.

Examining the interactions between teachers and students can help us understand effective teaching more fully based on teachers' temperament. In fact, good teachers are surrounded by human qualities of understanding, self-assurance, regard for others, empathy, fair play, appreciation, adaptability, objectivity, interest, friendliness, maturity, credibility, trustworthiness, humour, polished delivery, and the ability to engage, which allows them to influence students (Beishuzen et al., 2001; Chickering &Gamson, 1991). Generally, the ability to influence students is important since it is closely linked to learning and effective teaching (Walsh & Maffei, 1994).

Furthermore, the element of emotional intelligence is crucial to effective teaching because it includes the management of relationships, leadership, knowledge, and self-management (Goleman, 2002). These attributes allow teachers to mentor, inspire, control, and advise students.

Teachers' temperaments impact students' behavior and success. According to McBer (2000), students' performance is connected to the belief that teaching effectiveness arises from knowledge, behavior, skills, and experiences. Teaching manners is associated with students' intellectual growth (Bandura, 1997). Anderson (2004) defines good teachers as goal achievers, regardless of whether the goals were set for them or were pre-set and linked to student attitude and performance.

Fuhrman and Grasha (1983) support this view by stating that teachers' temperament plays a big role in creating meaningful learning objectives, establishing a conducive learning environment, and influencing student behaviors. Saafin (2005) affirms that students are motivated to learn by certain teacher behaviors, such as respect for students and good presentation skills. Vygotsky (1978), in his social constructivist theory, supported the belief that the merging of perceptual and humanistic qualities in teaching leads to a positive attitude and performance.

To put it in a nutshell, teachers' temperaments affect students' attitudes, performances, and achievements.

2.2 Students' attitudes against teachers' temperament

Attitudes can be defined as a feeling or opinion about something or someone, or a way of behaving that is caused by something. In this context, the researchers wanted to examine the reactions of students towards teachers' temperaments.

2.2.1 *Students' attitudes vis-à-vis teachers' language choice in class*

The choice of language that teachers use in class may affect the performance of students in one way or another (Slaughter & Lo Bianco, 2009; Kim, & Elder, 2005). In fact, there are teachers who occasionally use harsh words that intimidate students and help them to gain a forced respect. Such an environment does not help students advance in their endeavors; rather, it bores them and causes hostility, both active and passive. Contrary to that practice, teachers should interact with students to win their moral favor (Steineger, 2001). Once a student commits a mistake, teachers should take it easy and use constructive feedback with good words to inspire such students to keep a positive outlook on that particular case (Rohwer, 2018; Ostrosky et al., 2013; Bee, 1998).

When teachers use lovely words in class activities, both teachers and students may relevantly benefit from information sharing on areas of improvement, strengths, and achievements. The culture of providing constructive feedback in teaching and learning activities should be systematic, confidential, immediate, helpful, positive, factual, respectful, tailored, motivating, and inclusive (Aslam & Khan, 2020; Ovando, 1994).

Besides, some teachers do not provide feedback on the assignments attended in due time, and it bores students and makes them hate the subject and the teacher as well (Núñez et al., 2015; Li & Barnard, 2011; Winter & Dye, 2004; Williams, 2003).

2.2.2 *Students' reflection on teachersdressing code*

Professional settings require a mandatory dress code as it impacts service delivery and outcome. Teaching is a profession that is far different from others; the way a teacher dresses counts a lot on students' motivation to study his subject. Teachers' professionalism goes hand in hand with the clothes one puts on in class. One more thing to note is that the dress style belongs to the teachers' expressions. His image and reputation are not only followed in class but also outside of the school's compound. The dress code is still used to support his or her teaching activity. Experts in communication prove that the person's attire conveys the message at a rate of 80%, while the words convey only 20% of the intended message (Vera & Suárez, 2020). The way teachers use facial expressions, tone, and voice volume as teaching aids equalizes the weight of the dress code in a matter of students' engagement. Physical attire communicatesvividly (Balasundaram& Lai, 2015; Ruetzler et al., 2012; Lennon & Miller, 1984). Hatt (2012) stated that the practice of smartness is also tied to notions of academic identity. It shapes emotions, promotes efficacy, and influences teacher-student relationships. The attire informs the students who the teacher is.

Following the nobility of the teaching profession, teachers would dress in a more relaxing and convenient way that is easy to maintain, wear, and handle to help them enliven their role as educators and keep dynamic evolution going for positive changes in the education sector. (Jayasooriya et al., 2019). According to Vera & Suárez (2020), teachers are required to dress in a manner deemed appropriate for teachers in the community.

2.2.3 *Students'behaviorstowards teachers' flexibility*

Students appreciate flexible teachers who make time for them and listen to their questions and concerns.Psychologically, students are afraid of atrocious words, intimidation, and rigidity on the part of teachers. Rosenblatt (2001) suggests that flexibility should be promoted in the teaching profession.

Some teachers appear to be unapproachable to their students.However, their role is to guide, facilitate, correct, advise, shape, and orient students throughout their learning process. Once flexibility and trust are misused, the impact becomes very bad for students. They lose hope and motivation. Consequently, they find themselves in a desperate mood that hinders their performance (Dimkpa, 2015; Younggren& Harris, 2008).

2.2.4 *Laxteachers and their impact on students*

A lax teacher is one who does not actively participate in class activities. According to Mostofi & Mohseni (2018), a lax teacher just does not want to impose on the students. He/she never takes time for preparation or to deal with unusual cases. He/she uses the same teaching approach regardless of students' background, ability, and styles. He/she does not get involved in student disciplinary matters. All that matters to him/her is the position and the number of days until the paycheck arrives.

Lax teachers show excessive permissiveness, leaving decisions on the shoulders of students rather than basing them on academic regulations, missing clear boundaries on what to do and what not to do, and lacking authority and respect, especially in class management matters. They stray from responsibility and accountability (Chaudhry &Javed, 2012; Skogstad et al., 2007; ahin&okadar, 2006; Knight, 1967).As a result, students lack motivation, encouragement, discipline, and skills.

2.2.5 *Students conduct vis-à-vis teachers' rigidity*

A classroom hosts various students from different backgrounds. To keep students motivated, teachers should set and adhere to standardized temperament levels while teaching.To some extent, the teacher's avoidance of rigidity in class increases motivation, self-confidence, and keeps students' social values and integrity on their side (Mondal, 2017; Komalasari, Saripudin, &Masyitoh, 2014).

2.2.6 *Teachers'time bound and its impact on students*

There is a common saying that "time is money." Not a small number of students hate teachers who are good at time management, especially when it comes to punishing latecomers in class. Regular teachers who always check the attendance list and who are serious about irregularity are judged, criticized, and accused by the students of exercising too much severity in academic matters (Adams & Blair, 2019; Van der Meer, Jansen, &Torenbeek, 2010).

Contrary to the above aspiration of some students, the punctuality among teachers reflects their devotion to work, discipline, motivation, and passion to educate students. In addition, it impresses intelligent students who are active and pushes them to like learning from such teachers not only in academic matters but also for the real-life application (Sansaluna-Maulana, Aliman, &Ulangkaya, 2021; Perveen& Kazmi, 2013). In an academic setting, both students and teachers should dedicate their time to assigned activities in order to meet their goals (Zafarullah et al., 2016).

2.3 Relationship between teachers' temperament and students' performance

A teacher gives inspiration, motivation, and guidance to his/her students. In addition, the traits and temperament of the teachers play a cornerstone role in students' academic performance both in a direct and indirect way (Urhahne, 2015; Mohammad, 2015; David and Umoh, 2014; Brophy, 1979). The morality, friendship, simplicity, and professionalism of the teachers capture students' motives to like the course delivered by such individuals, and the end comes with success.

In a study conducted by Garcia (2010), it was revealed that friendly teaching, respect, and avoiding intimidating students increase academic performance. On the other hand, when a teacher dictates, intimidates, manipulates, and harasses students for any sort of failure, it causes despair, discouragement, and trouble in terms of learning. In general, the class is divided into two groups: elites who move at the pace of the teacher and slow learners who lag behind and become frustrated (Noreen, Ali, & Munawar, 2019; Georgiou et al., 2002)

III. FINDINGS AND DISCUSSION

This section presents and discusses the findings that were led by research questions as shown below:

1. **Teachers' temperaments at the workplace**

1.1. What are the common temperaments do you observe from a teacher in your class?

Respondents provided the following common teacher temperaments in class: flexibility, communication skills, rigidity, smartness, fairness, time management, interactivity, hard work, integrity, openness, and humbleness, to name a few.

2. **Students' attitudes towards teachers' temperament**

2.1. How do you rate a democratic attitude as one of teachers' temperament at workplace?
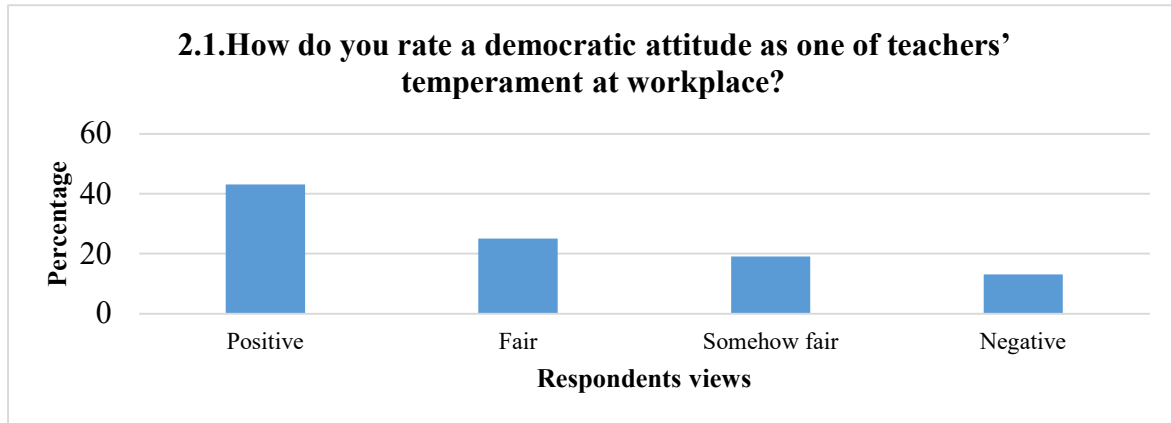
Figure 2.1 shows the views of respondents about the democratic temperament of teachers. The bigger number of respondents (43%) said that democratic teachers helped them learn better. It implies that teachers should be humble and allow students to see the classroom as another family where they can freely express themselves.

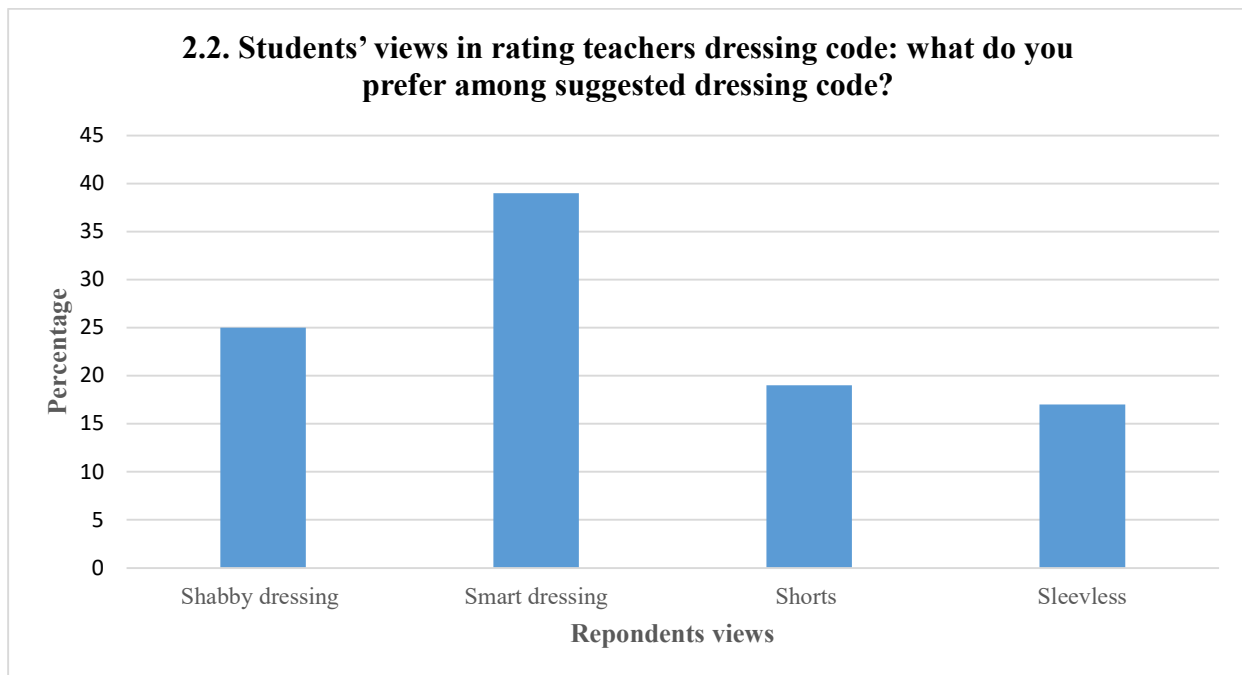**2.2. Students' views in rating teachers dressing code: what do you prefer among suggested dressing code?**

Figure 2.2 deals with how students rate their teachers' dressing code. The majority of respondents (39%) stated that when a teacher dresses smartly, it inspires them to learn in a conducive environment, whereas dressing shabbily disrupts their love for the subject and leads to poor academic performance. In addition, students revealed that they are more interested in their teacher when he/she is clean on his/her body and clothes, smart mentally, and has a smart outlook (appearance).

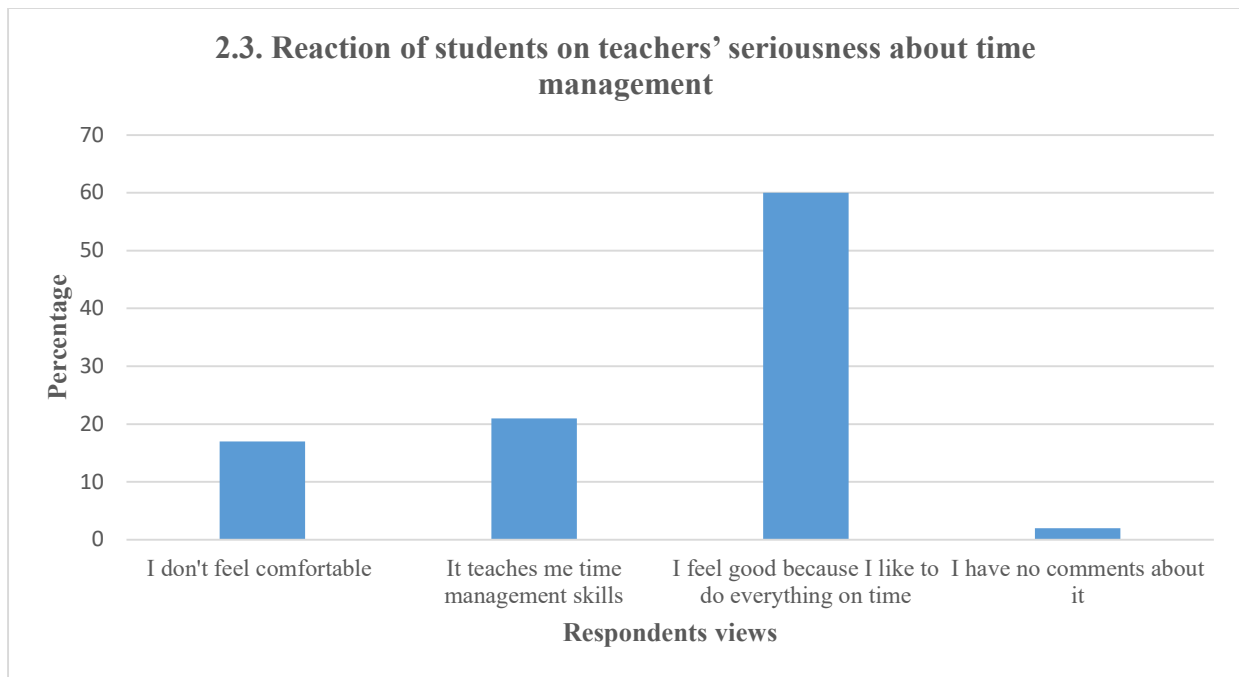## 2.3. Reaction of students on teachers' seriousness about time management

Figure 2.3 informs us that 60% of respondents confirmed that they feel good when they have a teacher who is good at time management. For example, by attending class sessions on time, providing feedback to assigned activities timely, following appointments on time and regularly, and many other related responsibilities. A teacher teaches students to fit into society not only in school life but also in the working environment and real-life situations. Only 19 respondents out of 150 chose to keep silent on this point. If a teacher wants to shape future well-suited citizens, he or she must be a good time manager.

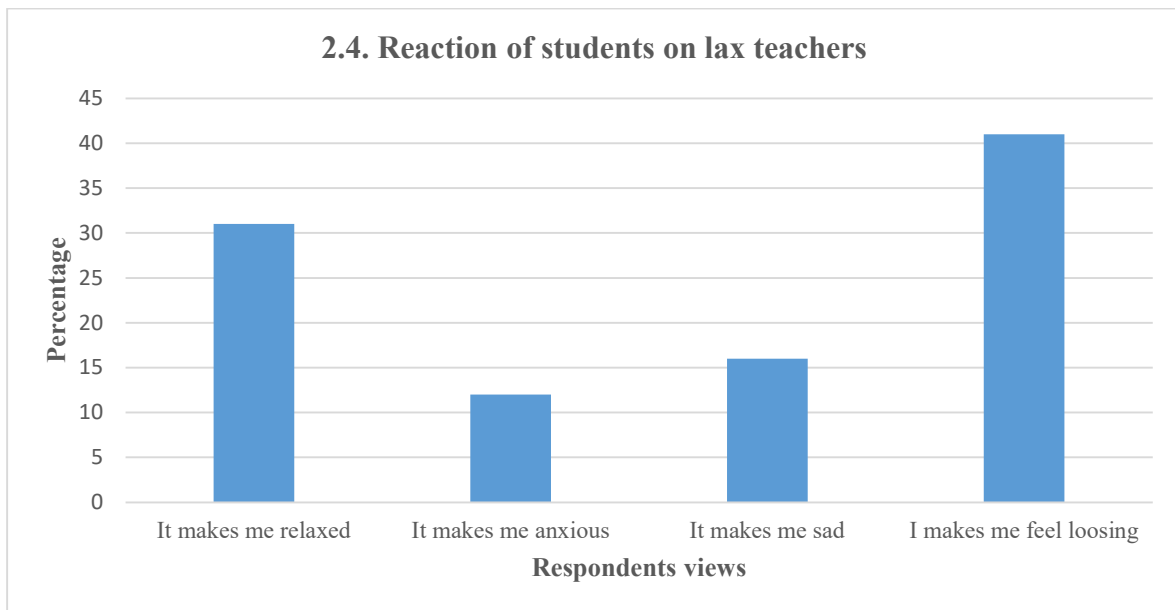## 2.4. Reaction of students on lax teachers

Figure 2.4 represents the reactions of students to lax teachers. The majority of students, 41% of respondents, claimed that when they have a free-wheeling teacher, they feel defeated. 47 said that they feel relaxed, 24 proved that it makes them sad, and 17 responded that it causes them to feel anxious. Referring to these findings, it is remarkable that lax teachers render their students disharmonious, troubling, and lacking in orientation and vision.

2.5. Comments of students on rigid teachers
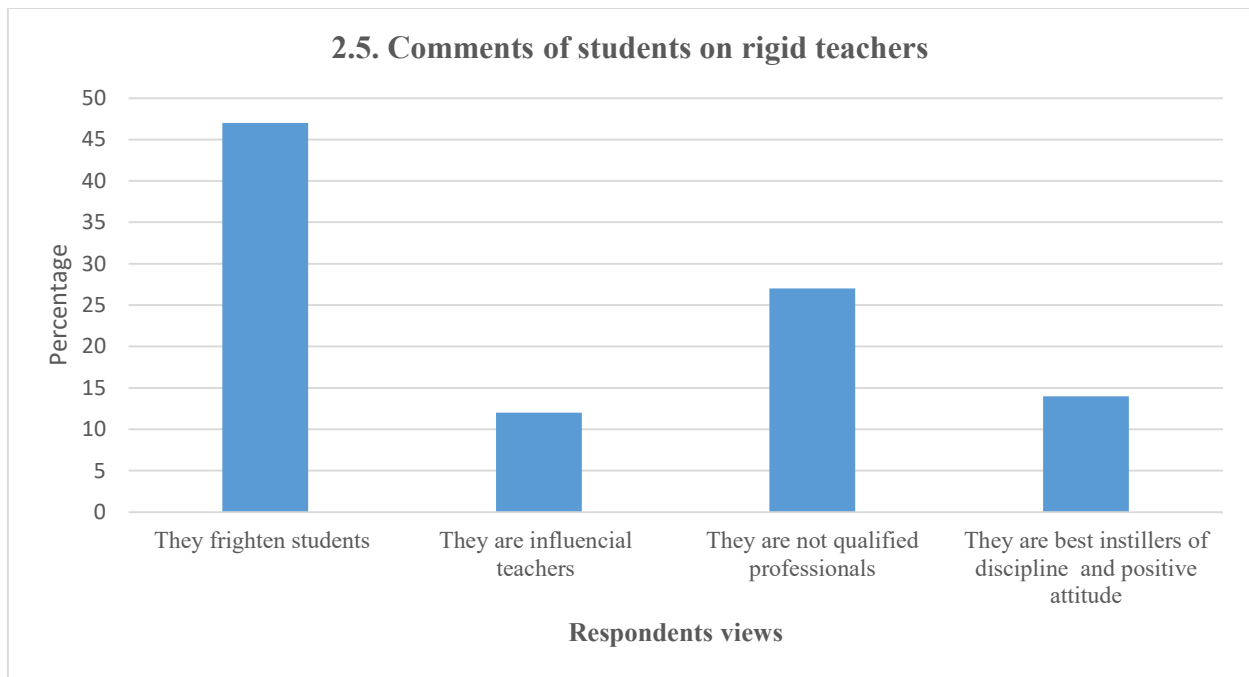
As per the findings in figure 2.5, the biggest number of students (47%) said that rigid teachers frighten students instead of inspiring, attracting, interesting, motivating, and shaping them for effective learning and academic performance.

3. Relationship between teachers' temperament and students' performance

3.1. How does a teacher's temperament affect your academic performance?

Respondents proved that a positive teacher's temperament encourages students to pursue their studies effectively with outstanding motives, whereas a negative teacher's temperament discourages them to the extent of not valuing formal education and its outcomes.

IV. CONCLUSION AND RECOMMENDATIONS

Teachers' temperaments affect students' upbringing and academic performance in many ways. Negative temperaments discourage students' progress and affect their academic performance. Once students don't perform well, it affects their lives, their families, and the country in general, for they are trained to contribute to their growth and to the national economy.

From this perspective, schools should make an effort to promote good values, ethics, and professionalism to produce competent graduates who can make a difference in the labor market and participate in the journey of addressing pressing community issues. Positive teacher temperaments will contribute to enhancing conflict management by equipping future generations with skills, knowledge, and a positive attitude.

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