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The Impact of Teacher's Personality Traits on Motivation, Academic Achievement, and Self-Efficacy of Students in Physical Education Learning Domains

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Abstract

The purpose of cognitive teaching and content in physical education is to help students develop the information, attitudes, and motor skills required for physical activity and fitness. Adaptation, communication, empathy, listening, patience, and teamwork are some traits of an effective teacher. The purpose of the study is to determine the relationship between Teacher's Personality Traits and Achievements Motivation, Academic Achievement, and Self Efficacy of the Student to ascertain the effect of a Teacher's Personality Traits on the Self-Efficacy of the Student in the learning domains of physical education. An experimental design along with a survey method has been used in the study. Primary data is evaluated using a correlation and



regression model. The analysis is done on the statistical program named SPSS and through Excel. The main method of collecting data is a questionnaire. A sample size of 400 respondents of students and teachers from Chandigarh was taken in the study, which is categorized as 200 respondents each, out of which 130 are boys/males and 70 are girls/females. The finding shows that “health-related fitness,” as learning activities provided by teachers in many “school physical education programs,” had different relationships with “students' self-efficacy, achievements motivation, academic achievement.”

Keywords: Teacher’s Personality Traits; Achievement Motivation; Academic Achievement; Self-Efficacy; Physical Education; Domains of Learning; Students; Teachers.

1. Introduction

Physical education (PE) is a crucial component of school education. It gives students the chance to play sports, but it also serves as a breeding ground for exceptional sporting abilities. There is little debate that teachers play a vital role in students' academic endeavors. Additionally, it is clearly obvious that some teachers are more successful than others (Atteberry, et al. 2013), However, the cause of these discrepancies is mostly unclear. For this reason, “academics from a wide range of disciplines” are working to determine the traits of successful teachers. In line with this, the current study looks at teacher personality traits as a predictor of school students' results in the Learning Domains of Physical Education (Kim, et al. 2018).

“Physical education and other school sports” initiatives have the ability to raise “physical activity levels” for all students and may thus play a significant role in improving public health. (Sallis & McKenzie, 1991; Wallhead & Buckworth, 2004). Motivation may be characterized as the energizing, directing, and regulating of activity and is a crucial facilitator of achievement behavior (Roberts, 2001). Understanding students motivating beliefs is essential for physical educators and coaches and is believed to be essential for the promotion of frequent physical activity (Gao, et al. 2008).

Students' self-efficacy goes beyond simply understanding what behavior is right; instead, it includes integrating cognitive, social, and behavioral sub skills and strategies into action. In both the academic and physical domains, there has been substantial research on the



connection between student success and self-efficacy. Other theories of child development may be helpful to understand how children of various developmental ages grow and make use of knowledge about their physical capabilities. It can assist in better understanding how self-efficacy may differ in children.

1.1 Teacher's Personality Traits

Qualified Teachers are in greater demand due to the lack of leaders in education, especially as more schools compete for academic status. The top five personality traits that effective teachers share have been identified by e-Careers' study as a way to persuade others (Pugh, 2021):

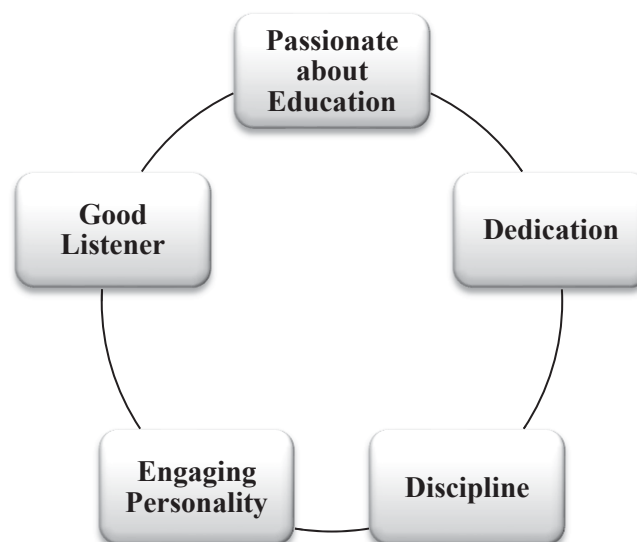


Figure 1: Teacher's Personality Traits

1.1.1 Passionate about Education

Effective teachers are passionate about education. Furthermore, several teachers are passionate about one topic and like nothing more than transferring their expert subject knowledge to their students. They are passionate about teaching, involving students in the learning process, and learning itself.



1.1.2 Dedication

Teaching is one of the most rewarding occupations, and those who are most dedicated to their work will achieve the most success in this field. Teachers are “more likely to shine, prosper, and most importantly, love their careers if they work hard” and go above and beyond to develop effective lesson plans or provide extra support to students in need.

1.1.3 Discipline

Here, the lack of discipline by the teacher and disrespect for the students are the connecting threads. A qualified educator must be able to manage a class with remarkable management and efficiently enforce discipline. It emphasizes how a teacher in the present day must earn respect by sharing information with enthusiasm and a genuine personality in order to establish credibility.

1.1.4 Engaging personality

Having an engaging personality is essential for teaching success. It supports teachers in developing relationships with their students, producing innovative methods to explain several subjects, and ensuring that students genuinely understand what is being taught in addition to assessing student engagement. “Bright personalities are accompanied by excitement and inventiveness, both of which are necessary for gaining the respect and attention of students.”

1.1.5 Good listener

An effective teacher is not only “skilled in speaking and presenting, but also excels in listening,” and performing as a person whom students may approach or confide in regarding any issues they may be experiencing. In order to ensure that students grasp the lecture material and manage any class problems, active listening skills are essential.

1.2 Achievement Motivation of Students

In general, motivation is defined as the desire to achieve targets and the mechanism for sustaining that desire. To accomplish cognitive behavior, involving “planning, organizing, decision-making, learning, and assessments,” motivation serves as a crucial basis. The definitions of achievement motivation vary according to the different viewpoints held by academics. Blyth and Foster-Clark (1987) provided the first definition of achievement



motivation as the comparison of one's performance to that of others and benchmarks for particular activities (Singh,2011).

The definition of motivation is “the procedures within an individual that stimulate behavior and channel it into ways that should be advantageous to the entire organization” (Lunenburg & Ornstein, 2011). Motivation is explained as “an intrinsic circumstance that reveals, directs, and offers the behavior to be persistent.” Self-determination theory was established by Deci and Ryan (2000) to motivate students in their academic activities. There are two main kinds of motivation: intrinsic motivation, which is built on the self-determination theory, and extrinsic motivation, which comes from external causes. At the same time, the student has to be motivated to put their newly acquired skills to effective use in their studies (Çetinkaya, 2019).

1.3 Academic Achievement of Students

Academic achievement is the term used to describe the outcomes of academic work that demonstrate the degree of learning objectives accomplished by a student. The word "academic achievement" can refer to achieving educational benchmarks “like a bachelor's degree.” Examinations or “ongoing evaluations” are often utilized to assess academic achievement. It describes the progress made by a student or institution in reaching “short- or long-term educational goals.” Graduation rates may be utilized to evaluate institutional achievement, while grade point averages for individual students can be used to assess student achievement.

1.4 Self-Efficacy of Students

Bandura introduced the self-efficacy theory for the first time in 1978. According to this theory, self-efficacy refers to a person's confidence or belief in the skills required to fulfill their behavioral objectives in a certain subject. Depending on the activity, situation, and even the season, self-efficacy may influence how well health practices adapt to different situations. Teachers who have an elevated level of self-efficacy may implement teaching reform and innovation in their minds, process and provide timely feedback on their instruction, anticipate unforeseen events, and frequently take the initiative to review their teaching strategies (Xiong, et al. 2020).

1.5 Domains of Learning in Physical Education

Dr. Benjamin Bloom, an educational psychologist, developed a set of learning goals known as the domains of learning in 1956. Each domain offers unique characteristics and goals intended to keep students interested as they learn to solve issues, analyze information, and develop their abilities from various viewpoints. It makes learning simpler and more enjoyable. There are many various domains and levels of complexity where learning occurs. There are four domains: “physical, cognitive, affective, and social” (Birinci, et al. 2020).

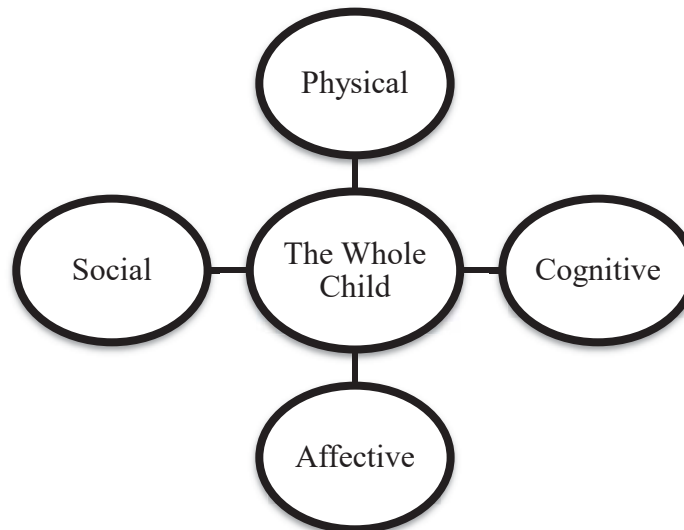


Figure 2: Physical Education Learning Domains

The last three are intended to supplement rather than “replace learning in the physical world.” The physical domain must continue to be the first concern. However, the author believes that an overt focus on the physical without connection to the other three is just as wrong as time spent on the latter three without any real improvement in the physical domain. Utilizing the idea as a foundation for “decision-making about learning objectives, evaluation, teaching methodologies, etc.” within the context of physical education has run into a lot of problems over the years. Students' lack of comprehension has been one of the key issues for Teachers. Holding any kind of conversation becomes incredibly challenging without a shared language that both teachers and students can understand. Easily most problems have been brought about by the phrases cognitive and affective. Consequently, it becomes challenging for

teaching to take place within these domains without meaning being clear. Thus, the domains of learning have been further defined as follows:

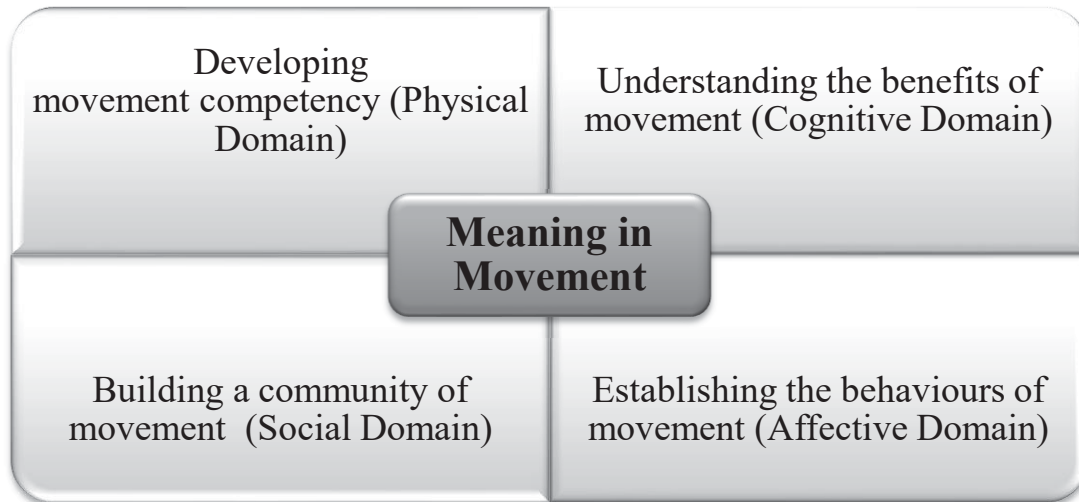


Figure 3: Redefined Learning Domains

2. Literature Review

The review of the literature has been categorized into three sections as per the objectives, which are written below:

- a) Study of Domains of Learning in Physical Education
- b) Relationship Between Motivation and Academic Achievement
- c) Impact of Teacher's Personality Traits on Self-Efficacy of the Student

The above three parts of the section help to diversify and gain different viewpoints regarding the topic to nurture the objectives.

a) Study of Domains of Learning in Physical Education

According to Bjerg Hall-Andersen, L., & Broberg, O. (2014) found that learning took place in discrete pockets, primarily at the individual or “project level or as domain-specific learning.” Further, Quennerstedt, M., et al. (2014) investigated the elements of learning domains in school physical education, the proposed technique combined an explicit learning theory with strong methodological procedures. Additionally, Boutsoukis, G., et al. (2012) offered a unique strategy for transfer learning in multi-agent reinforced learning domains.



Moreover, Kelly, T., & Lazenby, M. (2019) concluded that “global health immersion programs” learning domains and transdisciplinary “global health competencies.” “Learning domains, competencies, and evaluation items” were compiled following a panel review by experts. Therefore, Quennerstedt, M., & Larsson, H. (2015) focused on how learning domains occurred in physical education (PE) practices in connection to distinct movement cultures in varied situations. Furthermore, Hoskin, E. R., et al. (2019) determined the importance of learning domains in student teachers and the schools' ability to guide learning in those domains are both expected. On the other hand, Wijaya, K., et al. (2021) established quantifiable and genuine assessments to improve abilities in the three learning domains by utilizing product-oriented modules during the learning process. However, Lirola, M. J., et al. (2021) investigated the theories of self-determination and planned activities that were explored in this regard including motivation in physical education classes or social cognition and intention. Similar to how, Agustian, H. Y. (2022) aimed to provide a conceptual foundation or working model for the incorporation of evaluation of learning domains into the design or implementation of teaching laboratories. Learning was traditionally viewed as involving three distinct components: cognitive, psychomotor, and effective.

b) Relationship Between Motivation and Academic Achievement

Brophy, J. E. (2013) defined Motivation as “a theoretical construct to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior.” Likewise, Amrai, K., et al. (2011) examined the “relationship between student motivation and academic achievement at Tehran University.” In the results part academic motivation was found to have a favorable and substantial relationship with academic performance. Moreover, Chan, K. W., et al. (2012) evaluated that the academic achievement of students had been found to correlate with a variety of factors, including intrinsic motivation (challenge, curiosity, and independent proficiency), achievement motivation (proficiency, achievement approach, or avoidance objectives), learning methodologies (surface and deep), and academic achievement. Further, Veena, N., & Shastri, S. (2013) analyzed the effect of achievement motivation on individual factors (disciplines/courses, academic achievement, and gender). The achievement motivation of students in purely scientific and applied science courses varies substantially. On the other hand, Ahmed, O., et al. (2016) analyzed the



elements that contribute to academic achievement. The study also indicated that there is a favorable relationship between motivation and academic achievement. Similar to how **Sharma, D., & Sharma, S. (2018)** examined the “relationship between intrinsic motivation, self-concept, and academic achievement.” The study concluded that the findings supported the relevance of students' self-concept & motivation to their academic achievement, and they offered suggestions for improving the self-concept and motivation of middle and high school students. Additionally, **Omurtak, E., & ZEYBEK, G. (2022)** studied the influence of activity focused on augmented reality applications in 9th-grade biology lessons on students' achievement and motivation towards biology lessons assessed, as well as the students' attitudes regarding the applications. However, **Al Badrani, M. M. A., & Al-Abadi, B. J. M. (2022)** examined the mathematical cognitive motivation of students at the University of Mosul's College & Departments of Physical Education & Sports Sciences, the inquiry aimed to determine the level of mathematics cognitive motivation among students at the University of Mosul's College & Departments of Physical Education & Sports Science.

c) **Impact of Teacher's Personality Traits on Self-Efficacy of the Student**

Zuffianò, A., et al. (2013) analyzed predicting academic achievement after junior high school, in addition to past academic achievement, gender, social status, IQ, personality traits, and self-efficacy of the student. Further, **De Jong, R., et al. (2014)** determined the variables that influence how pre-service secondary teachers interact with their students. According to the findings, neither self-efficacy nor any personality traits appeared to be affiliated with or have any influence on teacher-student interaction. So, **Klassen, R. M., & Tze, V. M. (2014)** examined carefully research on two psychological traits (self-efficacy and personality), as well as measures of teaching effectiveness, evaluating teacher performance and student achievement. Likewise, **Tai, D. W. S., et al. (2012)** studied the impact of teacher self-efficacy on the learning outcomes of students and provided and addressed it. It was decided to develop a method of teaching and learning that was both effective and efficient. In addition, **Shakeel, S., et al. (2022)** examined the moderating impact of the school environment between self-efficacy and burnout, the authors looked at the relationship between personality traits and burnout among public school teachers through self-efficacy. Furthermore, **Popovych, I. S., et**



al. (2020) examined the link between psychological safety & prospective athletes' self-efficacy traits of potential athletes with varying levels of psychological safety.

3. The Objectives of the Study

The study formulates the following objectives, which have to be fulfilled in this study:

- To study the relationship of Teacher's Personality Traits and Achievements Motivation, Academic Achievement, and Self Efficacy of Students in the Learning Domains of Physical Education.
- To study the effect of Teacher's Personality Traits on the Self-Efficacy of the Student in the learning domains of physical education.

4. The Hypothesis of the Study

H1: There is a significant relationship between Teacher's Personality Traits and Achievements Motivation, Academic Achievement, and Self Efficacy of the Students in the Learning Domains of Physical Education.

H2: There is a significant effect of Teacher's Personality Traits on the Self-Efficacy of the Student's learning domains of physical education.

5. Research Methodology

The study utilized "primary data collection methods" in conjunction with the random sampling technique to determine the "Impact of Teacher's Personality Traits on Motivation, Academic Achievement, and Self-Efficacy of Students in the Learning Domains of Physical Education." The study takes place in Chandigarh city of Punjab. The primary data is collected from a sample size of 400 respondents of students and teachers from Chandigarh, which is categorized as 200 respondents each, out of which 130 are boys/males and 70 are girls/females. A thoroughly structured questionnaire was given to them after their consent and approval. The survey is conducted through a closed-ended questionnaire. The data were carefully gathered and analyzed using various tools (MS-Excel and SPSS) and techniques (Correlation and Regression). An experimental design along with a survey method has been used in the study. The primary data justify the objectives of the paper regarding the better interpretation of findings.



Table 1: Analytical Framework of Objectives

Sr. No.	Objective	Used Statistical Test	Description
1.	To study the relationship of Teacher's Personality Traits and Achievements Motivation, Academic Achievement, and Self Efficacy of Students in the Learning Domains of Physical Education.	Correlation	"It is a statistical measure that expresses the extent to which two variables are linearly related (meaning they change together at a constant rate). It's a common tool for describing simple relationships without making a statement about cause and effect."
2.	To study the effect of Teacher's Personality Traits on the Self-Efficacy of the Student in the learning domains of physical education.	Regression	"The analysis of the relationship between a dependent variable and a set of independent variables, including the direction and magnitude of the relationship."

6. Results and Interpretations

This section outlined the results and data interpretation. The results have been divided on the basis of demographic profile and hypothesis. Inside the hypothesis, the result has been shown with the use of a table and their explanation.



6.1 Findings based on the Demographics Profile of the Respondents

Table 2: Demographic Profile

S No.	Demographic Characteristics	Category	N	%
1.	Gender	Male	130	65.00%
		Female	70	35.00%
2	Marital Status	Married	110	55.00%
		Unmarried	90	45.00%
3	Educational Qualifications (Teachers)	UG with B.Ed.	45	22.5%
		PG with B.Ed.	65	32.5%
		PG with M.Ed.	90	45.00%
4	Location of The School	Rural	71	35.5%
		Urban	129	64.5%
5	Types of Family	Joint	85	42.5%
		Nuclear	115	57.5%

Table 2 shows “the Demographic Characteristics of the respondents” in the context of their Gender, Marital Status, Educational Qualifications (Teachers), Location of The School, and Types of Family. In Table 2, the first demographic i.e., Gender, is divided into two categories Male and Female in which Male is 65.00% and Female is 35.00%. The Second demographic i.e., Marital Status, is divided into two categories Married and Unmarried in which Married is 55.00%, and Unmarried is 45.00%. The Third demographic i.e., Educational Qualifications (Teachers), is divided into three categories “UG with B.Ed. , PG with B.Ed., and PG with



M.Ed.” in which UG with B.Ed. is 22.5%, PG with B.Ed. is 32.5% and PG with M.Ed. is 45.00%.The Fourth demographic i.e., the Location of the School is divided into two categories Rural and Urban in which the Rural Location of the school is 35.5% and the Urban Location of the school is 64.5%.The fifth demographic i.e., Types of Family is divided into two categories Joint Family and Nuclear Family in which Joint Family is 42.5%and Nuclear Family is 57.5%.

6.2 Findings based on Hypothesis

H1: There is a significant relationship between Teacher’s Personality Traits and Achievements Motivation, Academic Achievement, and Self Efficacy of the Students in the Learning Domains of Physical Education.

Table 3: Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N
Teacher’s Personality	53.9250	6.15702	200
Self-Efficacy	137.1850	19.76878	200
Achievement Motivation	137.3850	23.81623	200
Academic Achievement	80.7250	10.69774	200

The above table 3, defines the descriptive statistics of Teachers (Teacher’s Personality) and Students (Self-Efficacy, Achievement Motivation, and Academic Achievement). Descriptive statistics represent “the mean and standard deviation” values of the variables. According to Table 3, the mean value of the Teacher’s Personality is 53.9250, the mean value of Self-Efficacy is 137.1850, the mean value of the achievement Motivation is 137.3850, and the mean value of Academic Achievements 80.7250.



Table 4: Correlations

Correlations					
		Teacher's Personality	Self-Efficacy	Achievement Motivation	Academic Achievement
Teacher's Personality	Pearson Correlation	1	.157*	-.158*	.189**
	Sig. (2-tailed)		.027	.025	.007
	N	200	200	200	200
Self-Efficacy	Pearson Correlation	.157*	1	.015	.256**
	Sig. (2-tailed)	.027		.832	.000
	N	200	200	200	200
Achievement Motivation	Pearson Correlation	-.158*	.015	1	.005
	Sig. (2-tailed)	.025	.832		.948
	N	200	200	200	200
Academic Achievement	Pearson Correlation	.189**	.256**	.005	1
	Sig. (2-tailed)	.007	.000	.948	
	N	200	200	200	200
* "Correlation is significant at the 0.05 level (2-tailed)."					
** "Correlation is significant at the 0.01 level (2-tailed)."					



Table 4 is the Correlations table which shows the correlation between Teachers (Teacher's Personality Traits) and students (Achievements Motivation, Academic Achievement, and Self-Efficacy). According to Table 4, there is a significant relationship between Teacher's Personality Traits, Achievements Motivation, Academic Achievement, and Self Efficacy, as the significant value is (0.027, 0.025, 0.007, 0.000) which is smaller than 0.05.

As per the results, there is a significant association between Teacher's Personality Traits and Achievements Motivation, Academic Achievement, and Self Efficacy as the significant value is lower than 0.05, and the alternative hypothesis is accepted.

H2: There is a significant effect of Teacher's Personality Traits on the Self-Efficacy of the Student's learning domains of physical education.

Table 5: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.157 ^a	.025	.020	19.57416
a. Predictors: (Constant), Teacher's Personality (Teachers)				

“The above table 5 shows the R-value which represents the simple correlation and is 0.157, which indicates a low degree of correlation. The R² value indicates how much of the total variation in the dependent variable, “Self-Efficacy (students)”, can be explained by the independent variable, Teacher's Personality (Teachers).”



Table 6: ANOVA

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1906.864	1	1906.864	4.977	.027 ^b
	Residual	75863.291	198	383.148		
	Total	77770.155	199			
a. Dependent Variable: Self-Efficacy (Students)						
b. Predictors: (Constant), Teacher's Personality (Teachers)						

“The above table is the ANOVA table 6, which reports how well the regression equation fits the data (i.e., predicts the dependent variable). This table indicates that the regression model predicts the dependent variable significantly well. This indicates the statistical significance of the regression model .027, which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

As per the results, there is a significant effect of Teacher's Personality Traits on Self-Efficacy as the significant value is lower than 0.05, and the alternative hypothesis is accepted.”

Table 7: Coefficients

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		



1	(Constant)	110.074	12.231		8.999	.000
	Teacher's Personality	.503	.225	.157	2.231	.027
a. Dependent Variable: SELF-EFFICACY						

“The Coefficients Table 7 provides the necessary information to predict the effect of the Self-Efficacy (students), as well as determine whether the Teacher’s Personality (teachers) is statistically significant to the model.”

From this above hypothesis, it was found that there is a significant effect of Teacher’s Personality Traits on Self-Efficacy of the Student’s learning domains of physical education, Hence, the calculated value is smaller than the standard significance value (0.05), alternative hypothesis is accepted.

7. Conclusion

Students' achievement in Physical Education is affected both directly and indirectly by their involvement in the cyclical stages. The consequences of a student’s success in physical education are real. The study looked at the influence of a teacher's personality qualities on student accomplishment motivation, academic achievement, and self-efficacy, as well as students' motivating beliefs and in-class physical education levels. The study provides intriguing latest information about the motivating attitudes of students toward physical education. Students in health-related exercise programs specifically expressed stronger self-efficacy and result anticipation than they did in physical education classes. The finding shows that “health-related fitness,” as learning activities provided by teachers in many “school physical education programs,” had different relationships with “students' self-efficacy, achievements motivation, academic achievement.” In the development of students' social competencies, it is believed that ethics, empathy, and loyalty are crucially important personality traits. Student academic achievement was positively correlated with the teacher's disposition. Students' academic achievement is positively correlated with a well-chosen



instructional strategy and effective instructional aides. Teacher experience was essential for enhancing student learning and positively correlated with student academic achievement.

The relationship between a “teacher's classroom management skills and students' academic achievement” is positive. The findings revealed the students’ varying levels of interest in and motivation for a variety of physical education learning activities. In addition to the learning activities provided, other elements that may influence students' motivating beliefs include “social norms, learning settings, and teachers' attitudes and behaviors.” Additionally, students are more likely to engage in physical activity and devote effort if they perceive they are capable of completing PE activities. Students' self-efficacy could be increased through the promotion of individualized, ability-based, and successful tasks, which could be adopted by physical education teachers.



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