



Role of Teachers in the Personality Development of Students at the Secondary Level

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Abstract:

This study investigated the role of teachers in the personality development of secondary-level students. The objectives of the study were to determine the students' perceptions of their personality development, examine the relationship between students' attitudes toward teachers' roles and their personality growth, and assess the effects of age and gender. Data were collected through a purpose-designed questionnaire from 110 students (68 males and 42 females) from four government high schools using a random sampling technique. Responses were measured on a five-point Likert scale, and the reliability of the instrument was established through pilot testing and Cronbach's Alpha analysis. The findings revealed that students acknowledged teachers' supportive and cooperative behavior, while differences based on gender and age were not statistically significant. Importantly, a significant positive relationship was found between teachers' roles and students' personality development, highlighting the critical influence of teachers in shaping students' personal growth.

Keywords: Pakistan, teachers' role, personality development, educational psychology, secondary education, students' attitude

INTRODUCTION

Human personality is not something that can be fully understood through simple observation or common sense alone. To develop an understanding of any individual's personality requires sound judgment and deeper insight (Bastian et al., 2017). The effectiveness and quality of the education system largely depend on teacher's education, that's why teaching is often regarded as both skill and an art. Within the education system, teachers are considered a vital component, as they provide professional guidance and educational enrichment are delivered to students. In every society and every culture, teachers play a significant role in shaping the personalities of their students (Kim et al., 2018).

Student's mentality can easily be easily influenced during the early years of life, particularly in childhood. At this stage, in every domain of life, children tend to observe and follow others and seek approval for their actions until they reach maturity. In this context, teachers play an important role in shaping student's personality through attention, guidance and interaction. Since young students

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are easily influenced and impressed by their teachers' behavior and conduct, the role of the teacher becomes especially influential during childhood. Personality development is not limited to physical appearance, verbal capacity and communication skills; rather, it encompasses a broader range of personal, social and emotional attributes. In the modern era, with the rapid enhancement of technology, individuals need to remain active and capable of contributing effectively to society. Therefore, teachers must be aware of how to guide and support the personality development of the younger generation (Boyle & Helmes, 2009).

Teachers also face great challenges in guiding students on how to utilize their spare time effectively without wasting in bad habits. Schools often serve as the first formal platform where most students are provided with opportunities for their excellent personality development (Engida et al., 2024). Generally, schools are places where students learn different life concepts, values and beliefs and where an environment is created to build a foundation that makes the adults upstanding. Integrity, kindness and respect are the elements promoted by every school for students' effective learning and progress (Goncz (2017).

Additionally, after parents, students spend a considerable amount of their time with their teachers at schools, making teachers important role model for students because they follow their teachers in all manners so temperament of students is industrialized by teachers. By observing their teachers, students also learn to maintain a positive classroom environment for the betterment and well-groomed student's personality. Yet, personality development may consist of teacher's planned activities, way of encouragement in-class participation and it also depends that how teachers promote the concepts of ethical norms and discipline among students that may last far beyond a school (Hamaidi et al, 2021). Consequently, the teacher's influence on individual's behaviors is being investigated by researchers in this study.

The purpose of the study is to provide an understanding of the role of teachers in student's personality development. Therefore, it is essential for a teacher to develop an understanding of different aspects of personality development. Teachers play a key role in developing the personality of his or her students. The students seem towards their teacher as a role model especially they copy their teachers, particularly during childhood and adolescence. They always try to seek the teacher's approval and are greatly inspired by it. Self-esteem and confidence are the most important character of the student's personalities that are affected by the instructor's conduct in the teaching space.

The teaching profession is mostly chosen by students who are passionate about influencing future generations as their own teachers inspired them positively. Student's behavior and learning practices within school can support a teacher in developing his/her capabilities to the led sponsors for and impact his/her students (Best, 1982). Teachers may not immediately notice the change in student's personalities but can realize changes with the passage of time. Leaving a positive and everlasting impression on students is a significant responsibility of teachers, as it helps students recognize and develop the strengths within their developed personalities. The student's success is often considered as the success of his teacher, as teacher makes him able to achieve that success by investing their efforts and abilities to nurture student's potential (Vera-Gil, 2024).

Therefore, a teacher must keep in view every student individually and pay attention to them in

their personality development by focusing on their different aspects. For this purpose, a teacher can design some activities such as debate and group discussion and can observe change among student's behaviors and manners and by observing them he can motivate every student for participation. Sometimes some students are speaking and sharing their ideas while the rest of the class is still silent, in this situation teachers must pay attention to those who are not attentive and are not participating in discussions and encourage them to express their opinions.

Teachers can also assign some individual tasks and give a chance to every student to present it in front of the class this may help students in their confidence building. If some students don't have enough confidence and feel hesitation in speaking in front of the class then the teacher has a responsibility to encourage them and enable them to share their views with others (Corcoran & O'Flaherty, 2016). For example, if a teacher encourages students and gives them positive feedback, then their personalities can be proficient and vice versa. By doing this, it will help in building the confidence of the students. For this reason, the present study aims to explore the teacher's performance in the learner's personality development at the secondary level.

Teachers play a crucial role in shaping students' personalities. Their attitudes, behaviors, and expectations significantly influence students' emotional, moral, and social development. However, limited research in Pakistan examined how secondary-level teachers contribute to personality development or how demographic factors such as age and gender may influence students' perceptions. Therefore, this study investigates teacher roles, demographic effects, and the broader relationship between teacher behavior and personality development.

This study has the following objectives: To find out the students' perceptions about their personality development at the secondary level; To determine the effect of gender on the personality development of students at the secondary level; To determine the effect of age on students' personality development at the secondary level; To investigate a relationship between students' attitude towards the teachers' role and personality development of students at the secondary level.

The study is based on the following hypothesis: there is no significant relationship between the role of teachers and the personality development of students at secondary level. There is no significant effect of demographic factors (age, gender) on the personality development of students at the secondary level.

This study has the following research questions; what are the student's opinions about their personality development at the secondary level? What is the effect of demographical factor age on students' personality development at the secondary level? What is the effect of demographical factor gender on students' personality development at the secondary level? What is the relationship between students' attitudes towards the teachers' role and personality development?

This study is significant for teachers, school administrators, curriculum developers and policymakers. It enhances understanding of how teacher's behavior influences students' personalities and identifies the teacher attributes that most effectively promote personality development. The findings may help educators refine their teaching practices, guide curriculum developers in integrating personality-focused learning activities and support policymakers in designing professional development programs. Furthermore, the study also contributes to the

existing academic literature in educational psychology, particularly within the Pakistani context.

THEORETICAL FRAMEWORK

This study is grounded in the Big Five Personality traits proposed by Paul Costa and and Robert R. McCrae, in 1986. According to this framework, many people believe that personality is primarily related to physical appearance. However, the research shows that every individual possesses some specific characteristics which are personality traits. These personality traits were merged into big five dimensions that are consciousness, openness, extroversion, neuroticism and agreeableness.

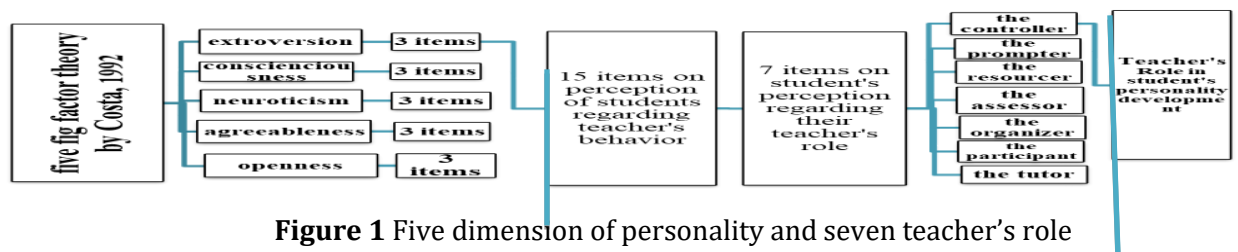


Figure 1 Five dimension of personality and seven teacher's role

These five factors are collectively used as an effect of teacher's behavior on student's personality development while seven teacher's roles such as the assessor, organizer, resource, controller, prompter, tutor and participant were collectively used as student's perception regarding their teacher's role. In this diagram, the researcher developed three items for each category of personality traits. Collectively, 15 items were used to measure student's perception regarding the effectiveness of teacher's behavior in relation to personality development, while seven items were collectively used to measure the student's perception regarding the teacher's role.

Delimitation

This study is delimited to secondary-level students enrolled in government schools in Islamabad. The data were collected from the following institutions: ICG F6/2, IMCG F7/2, IMSB I-10/2, IMSG I/8. The study focuses exclusively on government secondary schools and does not include private educational institutions.

LITERATURE REVIEW

Personality Development

Personality is generally defined as a dynamic and organized system of characteristics, values and behavioral tendencies that shape how an individual think, feels and responds across various situations. It encompasses the consistent patterns of emotional and behavioral functioning that distinguish one person from another (Cattell, 1957; Bettencourt et. al., 2006). Personality is expressed through thoughts, feelings and behaviors that remain relatively stable over time and allow individuals to interact effectively with their environment.

Personality development refers to the gradual formation and evolution of these patterns throughout life. It involves changes in temperament, character, cognitive functioning and emotional regulation (Bourn, 2016). Research indicates that personality development is influenced by biological factors, socialization process, interpersonal relationships and educational experiences.

During the school years, particularly at the secondary level, students experience significant social, emotional and cognitive growth, making this period crucial for the development of personality traits. Teachers, as influential agents in the learning environment, play an essential role in shaping students' self-esteem, confidence, communication style, discipline and decision-making skills.

In contemporary psychology, personality development is commonly understood through the "Big Five" model, which includes openness, conscientiousness, extraversion, agreeableness and neuroticism (Costa & McCrae, 1986). These five dimensions summarize the major components of individual differences and are widely considered among the most valid and stable personality traits across cultures. This model provides the theoretical basis for examining how teacher's behavior and classroom practices influence student's personality.

Role of Teachers in Personality Development

Teachers hold a central position in the educational process and significantly influence the social, emotional and academic growth of students. Their instructional methods, classroom management strategies, interpersonal behavior, expectations and feedback collectively contribute to shaping the student's personality (Bautista, et al., 2015). Teachers also help students develop confidence, communication skills, self-discipline, responsibility and the motivation to learn (Watson & Matlock, 1982).

The role of teacher in personality development is influenced by both internal factors (such as beliefs, professional preparation and perceptions of self-efficacy) and external factors (such as school environment, stakeholders' expectations and cultural norms). When teachers demonstrate structured planning, positive attitudes and supportive behavior, students develop stronger social values, problem-solving abilities and emotional resilience (Keller, 1996). Therefore, teacher behavior is closely linked to the development of students' character and personal attributes.

Teachers also assume a variety of roles within the classroom, each of which contributing uniquely to personality development.

Controller: The teacher ensures discipline, organizes learning activities and maintains structure within the classroom (Slater & Main, 2020; Jiang et al., 2024).

Prompter: Encourages student participation by stimulating ideas and motivating students to express their opinions, which helps build confidence (Cattell, 1957; Li et al., 2025).

Resource: Provides academic and personal guidance, helping students seek answers and develop problem-solving skills (Cherry, 1999).

Assessor: Evaluates student performance and provide constructive feedback that strengthens both learning and personality development (Schwab et al., 2022).

Organizer: Plans activities and provides clear instructions to help students perform tasks effectively and engage in collaborative learning (Watson & Matlock, 1982).

Participant: Engages in classroom activities to create a positive learning environment and build rapport with students (Islam & Ahammad, 2025).

Tutor: Provides individual support, helps clarify concepts and guides students in academic and personal development (Li et al., 2025).

Through these roles, teachers influence students' communication skills, confidence, discipline, motivation and emotional regulation. This makes them essential contributors to the holistic development of student personality.

Big Five–Factor Theory of Personality

Costa and McCrae's (1986) Big Five theory has become one of the most widely accepted frameworks in personality psychology. It categorizes personality into five broad dimensions:



Figure 2 Five big inventories

Extraversion

Associated with sociability, assertiveness, energy and confidence. Highly extroverted individuals tend to be active and expressive, while low scorers are more reserved (Sohail & Bukhari, 2025).

Conscientiousness

Conscientiousness reflects self-discipline, organization, responsibility and goal-directed behavior. High scorers work systematically and complete tasks effectively, while low scorers may struggle with organization and consistency (Li et al., 2025).

Neuroticism

Represents emotional instability and higher susceptibility to stress. High scorers may experience anxiety, emotional fluctuations and worry, while low scorers tend to remain calm under pressure (Nisa et al., 2024).

Agreeableness

Indicates cooperation, kindness, trust and helpfulness. Highly agreeable individuals work well in teams and maintain positive relationships (Reindl & Zacher, 2025).

Openness

Reflects imagination, creativity and willingness to try new experiences. High scorers are innovative and curious, while low scorers prefer routine, familiarity and traditional approaches (Cherry, 1999).

These five traits form the foundation for examining how teacher's behavior influences student personality development.

Previous Studies on Teachers' Role and Personality Development

Numerous studies have explored how teachers' attitudes and instructional practices influence students' behavior and personality traits. Rehman (2008) found that teachers significantly affect students' confidence, cooperation, and academic responsibility. Similarly, Corcoran and O'Flaherty (1976) argued that teacher training programs must include components that address personality development, as personality shapes classroom interactions.

Bautista et. al. (2015) highlighted that effective teacher collaboration enhances student engagement, motivation and personality growth. Rahadian and Budiningsih (2023) reported that female teachers tend to use more supportive and encouraging strategies compared to male teachers, which positively affects students' self-esteem. Furthermore, Göncz, (2017) concluded that teacher's active participation in classroom activities enhances student communication skills and leadership qualities.

Rezai (1988) found that teacher's authority styles influence student's learning behavior and emotional responses. Similarly, Hamaidi et. al. (2021) emphasized that positive teacher-student relationships contribute to personality development by fostering trust, discipline and responsibility.

Collectively, previous research affirms that teacher behavior whether through feedback, classroom management, encouragement or participation plays a significant role in shaping student's personalities across the Big Five dimensions.

RESEARCH METHODOLOGY

Research Methodology presents a comprehensive overview of the methodology used in this study. It explains the research design, population, sampling procedures, data collection methods, instrument development, reliability measures and data analysis techniques employed to investigate the role of teachers in the personality development of secondary-level students.

Research Design

A quantitative correlational research design is employed in this study. This design is appropriate for examining the strength and direction of the relationship between teacher's roles and students' personality development. Correlational research allows the researcher to determine whether and to what extent, variables are associated without manipulating them (Creswell, 1998). Given the objectives of the study, this design is suitable because it enables researchers to determine relationships between students' perceptions of teacher's behavior and their self-reported personality development. Quantitative methods further ensure that the data can be analyzed statistically, thereby providing objective, reliable and generalizable results.

Population

Population refers to the group of individuals who share similar characteristics, attributes and qualities that are relevant to a particular research. It represents the total number of all individuals selected according to specific criteria and location (Taherdoost, 2016). In this study, population

comprised 262 secondary-level students. Due to the delimitation of the study, only public schools were targeted. The target population refers to the entire group of individuals from which a sample can be drawn. The accessible population consisted of students from four public secondary schools in Islamabad, as the subjects being studied met the designated criteria for data collection.

Sampling

A sample refers to the subset of individuals selected from the overall population to participate in the study (Etikan & Bala, 2017). The method through which these units are identified is known as the sampling technique (Taherdoost, 2016). In this research, students were selected as the sample through probability sampling, a methodology based on probability theory that requires a random list from which participants are chosen (Acharya et al., 2013). The study used a random sampling technique, allowing each individual in the defined population an equal chance of selection to obtain effective research results (Etikan, et. al., 2016).

Data Collection

Data were collected through personal visits to the schools. During these visits, students were informed about the purpose of the study and were given clear instructions on how to complete the questionnaire. Participation was voluntary, and informed consent was obtained, following ethical research standards. Researchers clarified any doubts during administration to ensure accurate responses. Students were assured of anonymity and confidentiality to reduce social desirability bias and to encourage honest reporting of their perceptions.

Data Analysis

The collected data were analyzed using SPSS (Statistical Package for Social Sciences). Both descriptive statistics (means, frequencies, percentages, standard deviations) and inferential statistics (Pearson correlation and independent t-tests) were employed:

- Descriptive analysis provided an overview of the sample's demographic characteristics (gender and age) and students' perceptions of teacher roles and personality development.
- Pearson correlation analysis was conducted to examine the relationship between teacher roles and students' personality development, testing the first hypothesis.
- Independent sample t-tests were performed to assess the effects of demographic variables (age and gender) on personality development, testing the second hypothesis.

The statistical analysis followed conventional thresholds for significance ($p < 0.05$), ensuring robustness and reliability in interpreting relationships and group differences.

Ethical Considerations

The study adhered to ethical research principles, including informed consent, voluntary participation, anonymity and confidentiality. Students were informed about the purpose of the study and the collected data were used strictly for academic research. No personal identifiers were recorded, ensuring compliance with ethical standards in educational research.

DATA ANALYSIS AND ITS INTERPRETATION

This section presents a detailed and comprehensive r analysis of collected data. Before analyzing the data, the reliability of research instruments was established through pilot testing, which focused on the role of the teachers in personality development of students at secondary level. Data were collected from students using a structured questionnaire. This is the data analysis of the questionnaire filled by the students of the IMCG, ICG, IMSG and IMSB. In this section, tables were constructed and interpreted. This section has been divided into 2 parts: descriptive and inferential Statistics.

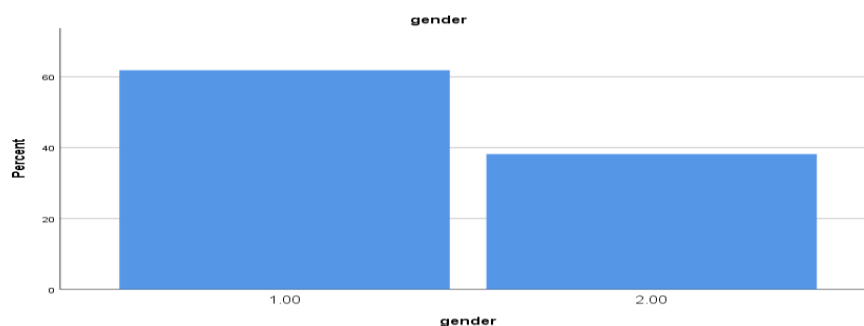
TABLE OF GENDER

Table 4.1

Representation of participant on the basis of gender (N=110).

Sr. No	Gender	Frequency	Percentage
1	Male	68	61.8
2	Female	42	38.2
	Total	110	100

Table 4.1 shows that there were 110 government school students in the sample in which male students were 68 and female students were 42.



Graph 4.1: Gender wise Distribution of Students

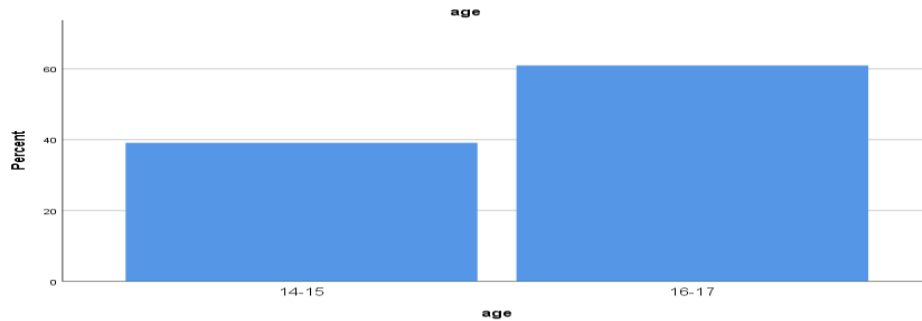
Graph 4.1 illustrates distribution of students by gender, showing that 61.8% were male students and 38.2% were female students

TABLE OF AGE

Table 4.2, Representation of participant on the basis of age (N=110).

Sr. no	Age	Frequency	Percentage
1	14-15	43	39.1
2	16-17	67	60.9
	Total	110	100.0

Table 4.2 presents the distribution of school students by age group, showing that 43 students were 14-15 years old, while 67 students were 16-17 years old in the sample of the study.



Graph 4.2 Age wise Distribution of Secondary Students

Graph 4.2 shows that majority of secondary students were 16-17

TABLE OF PERCENTAGE

Table 4.3 Percentage responses regarding questionnaire for students (N=110).

Sr. no	Statements	SDA	DA	N	A	SA	M	SD
1	I feel confident when my teacher gives me a chance to ask questions	0	0	30.9	46.4	22.7	3.9	0.73
2	my leadership skills enhance when my teacher assigns me any task	0	15.5	36.4	40.9	7.3	3.4	0.83
3	when my teacher encourages me to participate in class I remain active	0	22.7	19.1	37.3	20.9	3.5	1.06
4	my teacher's positive expectations encourage me to make my good efforts	0	7.3	21.8	41.8	29.1	3.9	0.89
5	I make my efforts good when my teacher shows positive expectations	7.3	0	24.5	49.1	19.1	3.7	1.0
6	my teacher's clear aims help me in making good decision	0	0	28.2	48.2	23.6	3.9	0.7
7	I feel fearful and anxious when my teacher talk's harshly	13.6	36.4	12.7	30.0	7.3	2.8	1.2
8	my teacher's inflexible behavior makes me stressful	0	33.6	44.5	1.8	20.0	3.8	1.0
9	my teacher's intolerant behavior discourages the class participation	0	32.7	23.6	43.6	0	3.1	0.8
10	I feel happy and satisfied when my teacher shows friendly attitude	0	15.5	14.5	39.1	30.9	3.8	1.03
11	my teacher altruistic behavior proves affective for me to work in team	0	5.5	8.2	60.9	25.5	4.0	0.74

Sr. no	Statements	SDA	DA	N	A	SA	M	SD
12	my teacher helping and cooperating behavior motivates me to help others	0	5.5	8.2	60.9	25.5	3.5	0.69
13	My teacher's artistic thinking makes me open to new experiences and challenges.	0	0	32.7	24.5	42.7	4.0	0.86
14	My teacher's innovative strategies help me in creative thinking.	0	18.2	23.6	42.7	15.5	3.5	0.9
15	My teacher's conservative behavior discourages my innovative and conventional ideas.	4.5	12.7	15.5	32.7	34.5	3.8	1.7
16	My teacher accurately introduces new ideas and drilling techniques.	11.8	35.5	44.5	8.2	0	3.4	0.80
17	My teacher encourages students to participate and makes suggestions about how students may proceed in an activity.	7.3	11.8	31.8	44.5	4.5	3.7	0.9
18	As a resource, my teacher guides us to use available resources.	0	3.6	13.6	41.8	40.9	4.2	0.81
19	My teacher gives feedback and makes corrections in my performance.	0	18.2	9.1	60.9	11.8	3.6	9.1
20	The success of my activities depends on my teacher's good organization.	0	0	39.1	23.6	37.3	3.9	0.87
21	My teacher interested and take part in class activities.	0	3.6	32.7	20.0	43.6	4.0	0.9
22	My teacher acts as a coach when students are involved in project work.	7.3	18.2	19.1	34.5	20.9	3.4	1.2

Table 4.3 indicates that majority of the students agreed that their teacher's altruistic behavior proves affective for them to work in team, with 60.9% expressing argument. Similarly, 60.9% students agreed that their teacher's helping and cooperating behavior motivates them to help others. Additionally, 60.9% students agreed that their teacher provided feedback and corrections to improve their performance.

Hypothesis Testing

The study tested two hypotheses as follows. Hypothesis 1; Relationship between role of teachers and personality development of students at secondary level= Pearson Correlation Hypothesis 2: Effect of demographic factor (gender, age) over personality development of students at secondary level = t-test.

H1: There is no significant Relationship between role of teachers and personality development of students at secondary level. Table 4.4 Relationship between role of teachers and personality development of students at secondary level.

	Total e1-n7	Total n8-015	Total t1-t5	Total t5-t7	Total e, n t, t
Total e1-n7	1	.365**	.238**	.238**	.748**
Total n8-015	.365**	1	.304**	.653**	.821**
Total t1-t4	.238**	.304**	1	.401**	.542**
Total t5-t7	.263**	.653**	.401**	1	.738
Total e, n, t, t	.748**	.821**	.542**	.738**	1

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the level 0.05 level (2 tailed)

H2: There is no significant effect of gender over personality development of students at secondary level. Table 4.5 Difference between male and female over personality development on the basis of their gender (N=110)

Variable	Gender	N	Mean	SD	Df	t-value	Sig.
Gender's Effect	Male	68	83.6	6.7	108	-.85	.39
	Female	42	84.7	6.3	91.2	-.87	

Table 4.4 presents the mean scores of male and female over personality development of students at secondary level. The mean of female (84.7) is greater than the mean of male students (83.6). This indicates that difference in male and female opinions regarding personality development of students is not significant. Therefore, the hypothesis that demographic gender has no significant effect on personality development is accepted.

H3: There is no significant effect of age over personality development of students at secondary level. Table 4.6 T-test for effect of different age groups over personality development on the basis of their age (N=110)

Variable	Age	N	Mean	SD	Df	t-value	Sig.
Effect of Age	14-15	43	84.8	6.5	1.0	108	.317
	16-17	67	83.5	6.6	1.0	90.8	

Tables 4.5 show that the mean of minimum age group was 84.8 and maximum age group was 83.5 in the instance of personality development. Therefore, there was no significant difference in minimum and maximum age groups about the personality development of students at secondary level. So, the hypothesis was accepted.

FINDINGS

The following findings; Majority of the students agreed that their teachers' altruistic behavior positively influenced their ability to work in teams, with 60.9 % expressing agreement. Similarly, 60.9% students agreed that their teacher's helping and cooperating behavior motivates them to

help others. Moreover, 60.9% students agreed that their teacher gives feedback and makes corrections to improve their performance.

The mean of female students, i.e., 84.7, is greater than the mean of male students, i.e., 83.6. This indicates that the difference in male and female opinions regarding personality development of students is not significant ($p=.39$). So, this hypothesis was accepted.

The mean of the minimum age groups was 84.8, and the maximum age groups were 83.5 in the case of personality development. Therefore, there was no significant difference ($p= .317$) in the minimum and maximum age groups about the personality development of students at the secondary level. So, the hypothesis was accepted.

DISCUSSION

The findings indicate that majority of the students agreed that their teacher's altruistic behavior, helping and cooperative behaviors positively influenced their learning experiences. Similarly, the majority of students agreed with their teachers' feedback and made corrections in their performance. These findings align with the work of Bautista et al., (2015).

The mean of females is greater than the mean of male students; however, the difference in perceptions regarding the personality development of students is not significant. Therefore, the hypothesis was accepted. Development is said to be physical as well as social or psychological change in both male and female personalities. Teacher plays a similar role and strategies by neglecting gender difference. So, both males and females have same opinions regarding their personality development at the secondary level. This result was also similar to the work of Li et al., (2025).

The mean of minimum age groups and the maximum the age groups show that there was no significant difference in minimum and maximum age groups about the personality development of students at the secondary level. Therefore, the hypothesis regarding the age group was accepted. Personality development arises from the continuing collaboration of outlook, environment and character within the whole life, so the individuals may interact with different aspects of society over time so the personality of the individual may be developed throughout life and not be restricted to any age group. This result was also quite similar to the work of Nazmul et al. (2024).

It was also found that a relationship between teachers' role and students' personality development is significant. to the relationship appears to be direct: when teachers play their effective role and puts their efforts for student's personality development, then their personality is groomed up automatically by the effective role of the teacher. This result was also quite similar to the work of Corcoran (2016).

CONCLUSION

The study concludes that teachers play a vital and influential role in the personality development of students at the secondary level. Analysis of student responses revealed strong agreement regarding the positive impact of teachers' altruistic, helping and cooperating behaviors, which students perceive as valuable in shaping their confidence, attitudes and overall personality. The findings further demonstrated that demographic factors such as gender and age do not significantly influence student's perception of their personality development, indicating that teachers affect

students consistently across groups. Most importantly, the results established a significant relationship between the teacher's role and student personality development, confirming that supportive, well-organized and constructive teacher behavior contributes meaningfully to the development of key personality traits as framed by the Big Five model. Overall, the study reinforces that teachers' attitudes, behaviors and instructional roles are central to nurturing well-developed, confident and socially responsible learners in the secondary school setting.

Recommendations

Based on the findings of this study, several recommendations are proposed for the current and future teachers, As well as for the researchers in the field of educational psychology. Following recommendations have been drawn from this study; this study may be implemented on college and university levels to explore the role of teacher sin personality development among older students. This study was using a quantitative approach, while new research may use a mixed-method approach for taking out more accurate picture of the relationship between the personality development of students and teachers' roles. This study was limited to the capital of Pakistan; therefore, conducting similar research across all provinces would provide a broader and better understanding of teachers' influence on personality development nationwide.

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Date of Publication	November 15, 2025
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