The Impact of the Teacher's Personality on the Motivation of Learning the English Language Among Governmental School Students in Saudi Arabia

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Abstract: The current study aimed to identify the impact of the teacher's personality on the motivation of learning English among government school students in the city of Abha, Saudi Arabia. The descriptive correlative method was used, and two questionnaires were designed to collect the data. They were distributed electronically, and the study targeted a sample of English language teachers in public secondary schools in Abha, and a sample of high school students in Abha, who were chosen randomly in a simple way. The results of the study showed that English language teachers have personal characteristics that qualify them to teach in high government schools, with an average of (3.6918), which is considered as a highly - approved degree, and that students have a motivation to learn English with an average of (3.7828), which means they scored a high degree of approval. The results also showed the effect of the teacher's personality on the motivation of students towards learning English. The results also showed that it is possible to predict the motivation of learning English through the teacher's personality.

Keywords: teacher personality, motivation, learning English.

1 Introduction

The teacher is considered as one of the important elements in the educational process, because of the impact traced on the learner. The teacher is responsible for increasing the learner's motivation towards education and improving the self - confidence, as the works to urge the learner to innovate, creativity and perseverance. The teacher also enhances the skills of creative and critical thinking, so the characteristics and personality of the teacher are considered important things that affect his performance and success when dealing with the assigned tasks. This will lead to effective and fruitful teaching, and this is reflected directly and indirectly on students' trends towards learning English and their academic achievement [1].

The teacher is responsible for raising students and motivating them to learn effectively through effective methods of discussions, questions, expressing opinions, inference, and issuing judgments, and providing them with the capacity of evaluation and criticism and many others that help them to achieve their tendencies and desires, and motivates them to identify methods and ways that enable them to obtain knowledge. The teacher also trains the students on how to use critical thinking on various situations and issues [2].

Learning motivation is considered as one of the most important pillars of the educational process and a main condition for learning, as it pushes the learner to pay attention towards the elements of the educational situation and makes him attracted to the educational process with vitality and interest [3]. It also makes the learner respond to the process of learning in a purposeful, organized and self- directed activity, and work continues in this active way until achieving the desired goals of the educational process by gaining learning [4].

Problem Statement

The personality is the relationship between a person and his environment, and it is acquired; not innate or hereditary, but rather it is the result of social interaction, where the individual forms his personality through the situations he is exposed to and the problems he encounters and solves. An individual also changes his personality based on his interaction with others. The teacher's personality is considered as a main part of the educational process because it greatly affects the

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behavior of students and their attitude towards learning, so the teacher must be responsible and realizes his important role as a mediator between the curriculum and students [5]. This role requires the teacher to have integrity and the effort to achieve goals without feeling bored or disappointed. He also should endure the difficult tasks that he may face in all circumstances by planning without negligence in order to outpace others. Doing his business is in the best way and defeat all obstacles and problems. The English language teacher is one of the teachers that must have a personality which enables students to learn and motivates them, especially that English is a global language, and all people need it to communicate and improve their job opportunities in their scientific and practical aspects.

Learning English has a high position in the Kingdom of Saudi Arabia, where the Ministry of Education has paid much attention to teaching English by introducing it in educational curricula for all levels and providing modern means and books and preparing specialized teachers to teach English, in order to teach students through workshops, courses and activities. Therefore, English is considered as a compulsory subject that is to be taught in Saudi government curricula, starting from grade 4 until graduating from the university. Most Saudi universities require passing a certain level of English in order to allow students to be enrolled in academic specializations. The (2030) vision in the Kingdom of Saudi Arabia has paid a lot of attention to learning foreign languages, especially English as it is a global language which is used widely, and Saudi Arabia has provided accredited centers to do English evaluation tests and issue English proficiency certificates.

Research Objectives

The current research aims to investigate the impact of the teacher's personality on students' motivation to learn EFL in governmental schools in Abha.

1- To identify the effect of the English teacher's personality in the government schools in the city of Abha.

2- To investigate students' motivation towards learning English in Abha schools.

3- To examine the impact of the teacher's personality on students' motivation to learn English in government schools in Abha.

Research Questions:

The study attempted to answer the following questions:

1. What is the effect of the English teacher's personality in the government schools in the city of Abha?

2. What is students' motivation towards learning English in Abha schools?

3. What is the impact of the teacher's personality on students' motivation to learn English in government schools in Abha

Significance of the Study

1. Helping English language teachers to have personal qualities and characteristics that attract students towards learning English.

2- Focusing on the teacher's personality to modify, improve and develop it in order to achieve the educational goals, particularly, the English language teacher, because of his great importance in teaching the first global language that is reliable for students' progress and prosperity in life.

3- This study resembles an opportunity to introduce teachers, students, parents and those in charge of education matters on the importance of the teacher's personality in increasing students' motivation towards learning.

4- Setting a set of recommendations and suggestions based on the results of the study to modify the teacher's personality to be compatible with his job duties.

Delimitations of the Study

1- Objective limits: The study was limited to know the impact of the teacher's personality on the motivation of learning English for government students in Abha, Saudi Arabia.

2- Human limits: English language teachers and students.

3- Spatial limits: Secondary government schools in Abha, Saudi Arabia.

4- Time limits: This study was conducted during the first semester of the year 2021/2022.

Definition of Terms

Personality: The dynamic organization that lies within the individual and which organizes all the psychological and physical organs that dictate the individual's special character in adapting to the environment [6].

Learning Motivation: An internal consultation that urges the learner to exploit the best of his energies in any educational situation that he may participate in to fulfil his desire for knowledge [7]. Alnajjar & Shehadh [8] defined it as the group of internal and external conditions that move the individual to re-balance by developing the tendency to reach a specific goal, which is usually associated with the individual's internal and external desires and needs.

2 Previous studies

Boufera [9] studied the effect of the quality of teacher training on motivation to learn in middle school pupils, as well as identifying the high level of motivation to learn among intermediate education pupils studying for upper schoolteachers and understanding the differences between the sexes in motivation to learn. The sample of this study contained 94 (male and female, who were randomly chosen for the purpose of this study. The researcher developed a questionnaire on the subject in order to validate its psychometric qualities. The data was processed using the statistical package for social sciences SPSS software, and the results of this study yielded magnitude of the influence of the teacher training on the motivation to learn among intermediate education pupils is average in favor of teachers of specialized education at the higher school, The level of motivation to learn is high among students who studied with teachers of the high school, There are no statistically significant differences between the females and males in the level of motivation to learn among students who study with professors at the higher school.

Al-Tuwairqi [10] studied the relationship between the personality trait of teachers and learning disabilities in the city of Taif and its relationship to some variables. It also aimed to identify the degree of statistically significant differences for the personality traits of teachers of learning disabilities that are attributed to the variables (age educational qualification and number of years of experience). The researcher used the descriptive method, and this study was applied on a sample of (72) teachers of students with learning disabilities in the city of Taif. The researcher used the personality traits scale: prepared by Gordon, and the results of the study revealed that all responses to the total degree and dimensions are at the average level. The control dimension came in the first place with a mean score (3.605) followed by responsibility with a mean score (3.319).

Al-Mutlaq [11] studied the usefulness of a gamified digital learning environment for enhancing second grade high school pupils' English vocabulary and motivation was investigated. The quasi-experimental technique design was employed to attain this purpose, and the study sample consisted of (32) second grade high school students from Mohammed Al Shubaili School in Unaizah Region. The study sample was randomly divided into two groups: control and experimental, each with sixteen (16) students. The study was based on two instruments: a pre- and post-achievement exam for assessing students' performance in English vocabulary, as well as a motivation scale for learning English. Furthermore, the Quizlet experiment instrument was built in gamification software as a gamification application incorporating the language. There were statistically significant changes in the mean rank of scores of the experimental and control groups in the post accomplishment test of English vocabulary and motivation in favor of the experimental group, according to the data. There were also statistically significant variations in the experimental group's mean rank of scores in the pre- and post-achievement test of English vocabulary and motivation in favor of the post-achievement test.

In Gaza, research was undertaken by Alnajjar & Shehadh [8] to explain the value of utilizing proverbs and sayings in learning English, as well as the views of secondary school students about the use of sayings and words of wisdom in studying English as a foreign language. The first-year secondary students of Faisal Bin Fahd Secondary School for Girls represented the study community. To meet the study's objectives, a questionnaire was delivered to (40) students chosen at random using the cluster random approach. The statistical analysis application was used to process the data (SPSS). The study yielded several findings, the most notable of which are that students' opinions regarding learning English using the proverbial technique are generally favorable.

Barakat [12] examined personality traits that predicted academic superiority among primary school students in public schools in Tulkarem province from the perspective of teachers in light of some teacher variables. To achieve the objectives of this study, a questionnaire consisted of (32) items and divided into four dimensions: mental, physical, social, and emotional. The sample of (228) teachers who were randomly chosen from a population of (1140) teachers. The results showed that the overall average predictors of academic superiority personality traits among elementary students was at the level of the average, while the range of the first mental predictor of these traits was at a high level, then came the ranges of second and emotional predictors at a high level, while physical and social predictors appeared in the third and fourth level respectively. On the other hand, the results revealed a lack of statistically significant differences in the level of personality traits that predict academic excellence among primary school students attributed to gender, specialization

and the academic qualification, and the years of study to live.

Alshaikhi [13] sought to determine the impact of recommended enrichment activities based on gamification on fourth grade primary pupils in Adham Province's achievement and motivation in the English language course. The quasi-experimental approach was employed to reach the study goal. The study was carried out on a sample of fourth grade primary children in Adham during the first semester of 1437/2016. Thirty schoolgirls were placed into two equal groups: the experimental group, which was taught using enrichment activities, and the control group, which was taught using the standard technique. The researcher created a teacher handbook that included suggested gamified enrichment activities, an accomplishment exam with (28) items, and a motivation measure. The accomplishment test and motivation scale were shown to be valid and reliable. The results revealed that experimental group surpassed the control group in both the achievement test and motivation scale. The experimental group shows considerable improvement in their motivation to acquire vocabulary after the treatment.

Joseph and Buela [14] investigated the relationship between teachers' traits and their effectiveness in teaching. The sample of this study contained (58) teachers from one high school in India. The researchers of this study administered NEO-Five Factor Inventory and Teacher Effectiveness Scale to achieve the objectives of the study. The findings showed a significant relationship between extraversion personality trait and teacher effectiveness in all dimensions which included knowledge, teacher character, and agreeableness personality trait and interpersonal relationship.

3 Method

Research Design

The present study used the descriptive approach, which is defined as collecting data on a number of variables to determine whether if there is a relationship between them and finding the value of that relationship and expressing it quantitatively through the so -called correlation factor, and knowing whether the resulting correlation is strong or has a statistical significance was used in this study [15].

Participants

The study sample consisted of English language teachers and students in one secondary government schools in Abha. The number of teachers reached (53) while the number of students was (167), all were chosen in a simple random way, then a questionnaire was designed and distributed electronically to the target sample. The following table shows the variables of the study sample that includes years of experience and age.

Table 1: Demographic Distribution of the Sample

Variable		Frequency	Percent
Years of experience	Less than 5 years	11	20.8
	From 5 to 10 years	22	41.5
	More than 10 years	20	37.7
	Total	53	100
Age	Less than 25 years	11	20.8
	From 25 to 35 years	23	43.4
	From 35 to less than 45 years	14	26.4
	45 years or more	5	9.4
	Total	53	100

Table (1) shows that the majority of teachers in the sample with an experience from 5 to 10 years and their percentage is (41.5%) while the percentage of teacher's who exceeded 10 years' experience was (37.7%). Teachers whose experience was less than 5 years were only (20.8%). As for age, the category between 25 to less than 35 was (43.4%) then the teachers whose age between 35 to less than 45 was (26.4%). After that comes the group of teachers who are less than 25 years with a percentage of (20.8%). Finally, is the group of teachers who are above 45 years old.

Research Instrument

Two questionnaires were prepared on the impact of the teacher's personality on the motivation to learn English among government schools' students. The first questionnaire that measures the personality of the teacher was directed to English language teachers in secondary schools. It was designed by (Abu Fayed, 2019). The second questionnaire that measures motivation in learning English was directed to students in secondary government schools. It was designed by [16]. The questionnaires were answered by the participants depending on LIKER scale that consists of five degrees ranging from 1 "very weak degree" to 5 " very big degree". The data was analyzed, and results were extracted using the (SPSS) edition

26. A set of tests that included mathematical averages, repetitions, percentages and Simple Linear Regression was used.

Validity

The validity of the study instrument was verified by presenting it to a group of judges specialized in education to review the content of the instrument. Their notes and comments were taken into consideration and the instrument was modified accordingly.

Reliability

The reliability of the study tool means the degree of reliability of the results if the study is applied more than once and in similar conditions. Cronbach's Alpha method was used to check the reliability of the tool. (Gagnon, et.al., 2017) stated that the minimum acceptable value for Alpha Cronbach factor is (0.70).

Table 2: Reliability Check for the Research Instrument

Measure	Number of paragraphs	Cronbach Alpha
Teacher's personality	15	.852
Learning English motivation	11	.967

Table No. (2) shows the reliability of the study tool by using Cronbach Alpha method. It is apparent that the reliability values of the questionnaires were high. The teacher's personality reliability value was also (.852). The reliability value for learning English language motivation was (.967).

4 Results

Answers for the First Question

To provide answers for the first objective of this study, The researcher used mean scores, standard deviation, rank, and the degree of approval for each item of this section as shown in table (3).

Table 3: Mean scores and Standard Deviation for the First Question

Item	N	Mean	SD
I see life full of good and safety	53	4.30	.695
I feel active and vital in my conversations, my movement and my achievement	53	3.92	.805
I adhere to my duties according to my conscience	53	3.83	.935
I think before doing any action	53	3.79	.793
I engage in many discussions with students	53	3.77	.800
I have flexibility to adapt to events and situations	53	3.73	.835
I make a lot of effort to accomplish what I am asked for	53	3.69	1.01
I am cautious and careful before making decisions	53	3.66	1.01
I spend a lot of time reading and studying	53	3.66	1.15
I think factually, away from illusions and imaginations	53	3.64	.962
I make sure to clarify my viewpoints ofs many topics	53	3.62	1.11
I tend to cooperate with others rather than confronting them	53	3.50	1.12
I have a set of clear goals that I seek to accomplish	53	3.47	1.03
I care to get my job done on time	53	3.43	1.02
I commit to official work hours	53	3.32	.956
Overall	53	3.61	.548

Table (3) shows that English language teachers in government schools in Abha have strong personal characteristics that help them to complete their work and do the required tasks. This is clear through the computational averages of the points answered by teachers, where the mean scores between (4.3019-3.3208). The statement "I see that life is full of good and safety" showed a very high approval level, and most points had a high level of approval. The statement "l commit to official working hours" came with an average approval level. The general average came with a high degree of approval and an average of (3.6918).

Answers for the Second Question

To provide answers for the second objective of this study, the researcher used mean scores, standard deviation, rank, and the degree of approval for each item of this section as shown in table (4).

Table 4: Mean scores and Standard Deviation for the Second Question

Item	N	Mean	SD

Learning English earns me a global communication language	167	3.88	.965
I try to read the daily newspapers issued in English	167	3.88	.968
I continue to try to solve difficult English exercises until I find a solution	167	3.82	.989
I am fond of English classes	167	3.81	.960
Learning English helps me obtain appropriate job opportunities	167	3.80	.969
I find other ways to learn English when I encounter difficulties	167	3.76	1.02
The teacher encourages students to participate in linguistic activities	167	3.74	.998
I focus on the tasks of the English language to the end even if they were boring	167	3.74	.993
I work hard to get the highest grades in English	167	3.72	1.04
Learning English helps me complete all paperwork internationally	167	3.71	.993
I do my best to solve English language exercises	167	3.70	1.05
Overall	167	3.78	.865

Table (4) shows that public school students in Abha have a high motivation towards learning English. This is clear from the mean scores of the item that were answered by the students, which ranged between (3,7006-3.8862). The item " Learning English earns me a global communication language" scored the highest average while the item "I do my best to solve exercises in English" got the lowest average. The mean score was (3.7828) which shows a high degree of approval.

Answers for the Third Question

To provide answers for the third objective of this study, the researcher used Correlation Coefficient as shown in table (5)

Table 5: Correlation Coefficient for the Third Question

Variables	(t) value	Beta value	(B) value	Significance level
Stable	2.569	-	.392	.011
Teacher's personality	22.888	.000	.887	.000
Correlation factor (R)	.810a			
Limit factor (R2)	.656			
Modified limit factor	.855			
(F) value	523.874			
Intangibility level	.000a			

The above table shows that the correlation coefficient value was (R =.656) and the identification factor was (.855). This indicates that (85.5%) of the change in the motivation of learning English was read through the linear relationship, and the remaining proportions may refer to other factors. There is a strong positive correlation between the teacher's personality and the motivation to learn English, Pearson correlation coefficient value was (.810). (F) value was (523. 874) at a significance level (.000), which confirms that there is an effect of the personality of the teacher in the motivation of learning English among government school students in Abha, Saudi Arabia. The value of (t) in the personality of the teacher was (22.888), which confirms the possibility to predict the total degree of language learning motivation based on the teacher's personality in government schools in Abha.

5 Discussion

The results of the study showed that English language teachers in high schools have a watchful conscience and simplicity. This helps them to achieve the educational goals. This is shown by the high averages on the teacher's personality scale. This study is different from [10, 12]. The researcher claims that the previous studies targeted different samples to know their personal characteristics while this study targeted teachers. In order for a teacher to achieve the desired goals, he must have qualities that encourage students to learn, especially since the current study targeted the English language teachers, who are a bridge of communication and development to students in particular and the society in general. The results showed that students have a high motivation to learn English and this result is consistent with a study [8, 9]. The researcher attributes the reason that students have a great motivation in learning English to get suitable job opportunities for them, and also that the English language is global and learning it is necessary to achieve the aspirations and goals that students seek in the future.

6 Conclusion

The current study aimed to identify the impact of the teacher's personality on the motivation of learning English among government school students in the city of Abha, Saudi Arabia. The results of the study showed that English language teachers have personal characteristics that qualify them to teach in high government schools, with an average of (3.6918), which is considered as a highly - approved degree, and that students have a motivation to learn English with an average

of (3.7828), which means they scored a high degree of approval. The results also showed the effect of the teacher's personality on the motivation of students towards learning English. The results also showed that it is possible to predict the motivation of learning English through the teacher's personality.

Recommendations

1- The Ministry of Education should prepare qualifying programs to support teachers in order to develop positive personal traits, especially the features of conscience alert, openness, simplicity, and independence.

2- Preparing more studies and research that include other personal features that are not included in the current study like insight, care, intelligence, realism, and courage.

3- Increasing students' use of English spontaneously and in a realistic context that corresponds to the surrounding environment, which is concerned with practicing the language.

4- Paying attention to training students to acquire strategies that increase their motivation to learn English.

5- Urging teachers to keep notified of everything that is new and useful in the educational process, such as the new methods and strategies that contribute to learning in an interesting and simple way.

6- Increasing English classes for all educational levels and focusing on the table of contents to increase students' motivation to learn English.

7- Students search for ways that help them learn the English language to increase their motivation as watching movies in English, reading stories in English and reading English newspapers.

Acknowledgment

Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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