



# Perceived Personality Traits and Types of Teachers and Their Relationship to the Subjective Well-being and Academic Achievements of Adolescents

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## Abstract

The aim of this study is to investigate the relationship of the perceived types of teachers (liked, disliked and neutral) with the subjective well-being and academic success of their students, and to determine how students come to categorize their liked, disliked and neutral teachers considering the Big-Five Personality Model. The quantitative group consisted of 187 participants between 14 and 16 years old, 83 females and 104 males. The qualitative study group consisted of 60 adolescents (30 males and 30 females) whose ages ranged from 14 to 16. The Big-Five Personality Inventory, Positive and Negative Affect scales, and qualitative questionnaire were used. One-way ANOVA and content analysis methods were used. The most important personality traits of "liked" teachers are extroversion, conscientiousness, agreeableness, emotional stability, and openness. However, "disliked" teachers have such personality traits as introversion, suspiciousness and antagonism towards others, emotional instability, an easy-going nature/carelessness, and consistency/cautiousness.

## Keywords

Students' Perceptions, Subjective Well-Being, Personality Traits, Achievement.

There are known to be several recent breakthroughs in technology, education, and social life that have had an impact upon both the educational and teaching environments, and teachers are strongly advised to keep up with them if they are to teach effectively and successfully. Therefore, a need arises for scientific studies into what teacher qualifications are essentially required for success in teaching, particularly in Turkey. Previous studies into the learning experiences of students pertaining to motivation have revealed the fact that some students are highly motivated in the lessons of some teachers but suffer low levels of motivation in the lessons of others (Montalvo, Mansfield, & Miller, 2007). For this reason, it may be useful

to clarify how students who exhibit high levels of motivation and achievement in and derive pleasure from the lessons of certain types of teachers happen to lose this motivation, begin to show low levels of achievement, or suffer from boredom in the lessons of other teachers (Montalvo et al., 2007; Polk, 2006; Thibodeau & Hillman, 2003; Wubbels & Levy, 1991). One possible explanation for this could be that not all teachers seem to possess certain traits that are required to be a successful teacher and thus teachers need to be categorized into certain types depending on the way they influence affection in students. The most important way of explaining this process might be to investigate the relationship of the teacher types (liked, disliked and neutral) with

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the subjective well-being and academic success of their students, as well as how students come to categorize their liked, disliked and neutral teachers considering the Big-Five Personality Model.

### **The Relationship between Being a Liked, Disliked, or Neutral Teacher and the Five Factor Personality Model**

Personality may be evaluated as the most important key factor for learning and academic achievement in the field of learning and education (De Raad & Schouwenburg, 1996; Entwistle & Entwistle, 1970). Thus, teachers need to be furnished with certain qualifications before they can teach efficiently. There are known to be some studies as to what these qualifications could be, which have categorized teachers as liked (excellent, effective, good, qualified) and disliked (hated, amateur and inefficient) (Amon & Reichel, 2007; Goldstein & Benassi, 2006; Grieve, 2010; Helterbran, 2008; Lowman, 1995; Montalvo et al., 2007; Polk, 2006; Thibodeau & Hillman, 2003; Wubbels & Levy, 1991, 1993). As far as the content of this kind of categorization is concerned, it appears that teachers have so far been categorized into different types depending on three basic domains: academic qualifications, relationship with students, and personality traits (Beishuizen, Hof, Van Putten, Bouwmeester, & Asscher, 2001; Goldstein & Benassi, 2006; Hill & Christian, 2012; Kyriacou & Stephens, 1999; Montalvo et al., 2007; Polk, 2006). As to the third domain, the personalities of teachers, teachers should be humble (Goldstein & Benassi, 2006; Thibodeau & Hillman, 2003), polite and friendly (Bennett, 1982), serious, eager to teach, fond of their job (Beishuizen et al., 2001; Bennett, 1982), warm, cheerful, and well-balanced (Larsgaard, Charles, Kelso, Thomas, & Schumacher, 1998). In addition, teachers should have creative and flexible viewpoints and high levels of cognitive proficiency and creativity (Eilam & Vidergor 2011; Erdle, Murray, & Rushton, 1985; Goldstein & Benassi, 2006; Polk, 2006). Furthermore, some studies on the characteristics put emphasis on conscientiousness (Beishuizen et al., 2001; Bennett, 1982), agreeableness (Goldstein & Benassi, 2006; Larsgaard et al., 1998; Thibodeau & Hillman, 2003), openness to experience, and extroverted personality traits in order to yield positive educational results (Eilam & Vidergor, 2011; Goldstein & Benassi, 2006; Polk, 2006). In the relevant literature, the approach which includes all these features is the Big-Five Personality Model (McCrae & Costa, 2003).

According to researchers, personality should be considered when predicting the learning and school performance of students (Farsides & Woodfield, 2003; Rindermann & Neubauer, 2001). Generally, relationships between personality and educational qualities have been investigated with respect to students. For instance some studies indicate that neuroticism may impair academic performance, while conscientiousness may lead to higher academic achievement (Chamorro-Premuzic & Furnham, 2005). Similarly, openness, agreeableness, and conscientiousness correlated positively, while neuroticism correlated negatively with the grade point average of students (Laidra, Pullmann, & Allik, 2007). Additionally, being a good and successful or effective teacher may require having certain personality traits (Eilam & Vidergor, 2011; Goldstein & Benassi, 2006; Polk, 2006; Srivastava & Bhargava, 1984). While many studies have been conducted with students, few studies have related the personalities of teachers to the learning, academic achievements, and affection of neither students, nor have the personality traits of teachers based on the perceptions of students been evaluated. For this reason, the experiences of students and interpreting these experiences is the most important indicator for determining what factors are functional or not in the class setting (Brophy, 1998). Thus, students are the most important factor in measuring the positive or negative effects of the personality traits of teachers. Therefore, one of the goals of the present study is to investigate liked, disliked and neutral teachers with reference to the Dimensions of the Big-Five Personality Model with respect to the experiences and perceptions of students.

### **The Relationship between Being a Liked, Disliked and Neutral Teacher and the Subjective Well-being of Students**

As humans are emotional by nature, they are very much influenced by the environment into which they are born or simply exposed to. In this respect, it could be argued that the emotions students experience during lessons have a lot to do with teacher-student interaction, activities associated with success, and the topic being taught (Linnenbrink-Garcia, Rogat, & Koskey, 2011; Lombardi & Sinatra, 2013; Schutz, Cross, Hong, & Obson, 2007).

The number of studies highlighting the significance of emotions in an educational setting has been increasing (Day & Leitch, 2001; Hastings, 2004,

2008; Marshak, 1996; Zembylas, 2005). Even so, most of these studies have chosen to focus on the emotions of teachers rather than those of students (Eynde & Turner, 2006; Gregoire, 2003; Griffith & Brem, 2003; Linnenbrink, 2007; Logan & Skamp, 2007; Zembylas, 2002). In other words, we have only a little information about the nature of the emotions observed in students that could be attributed to the interaction between students and teachers. However, this limited information is largely concerned with negative emotions due to poor interactions between teachers and students (Yoon, 2002).

On the other hand, the relationship between the subjective well-being of students and their intelligence, school satisfaction, teacher support, and academic success has also been studied (Ash & Huebner, 2001; Baker, 1998; Drugli, Klökner, & Larsson, 2011; Huebner, 1991; Huebner & Gilman, 2003; Suldo & Huebner, 2004). Aside from these studies, some theories also focus on the subjective well-being, academic achievement and learning of students in the teaching/learning process such as Flow Theory and Self-Determination Theory. In these theories, students are subjectively well when they are in a state of flow, and they have increased their academic achievement when flow experiences are included in the teaching method. The level of the subjective well-being of students increases when they satisfy their psychological needs in the class (Deci & Ryan, 2002). Moreover, the subjective well-being of students has gained a significant role in positive daily experience, the development of academic achievement, and short and long term learning, according to empirical evidence (Lyubomirsky, King, & Diener, 2005; Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). However, experiencing drop outs, academic failure, boredom, passivity, absenteeism, aimlessness, avoidance, and apathy have been found to be associated strongly with a low level subjective well-being of students in the educational setting (Czikszentmihalyi, 1990; Gilman, Huebner, & Furlong, 2009). Additionally, positive emotions build capacities, broaden perspectives, and are savored (Fredrickson, 2001; Fredrickson & Branigan, 2005). As a result, according to the results of these studies, the positive features possessed by students in an educational setting enhance their academic abilities and capacities. Teachers might have a mediating role in increasing the positive affection of students and also in decreasing the negative ones in classroom settings. However, these studies have neglected to focus on how these emotions could be aroused in the teaching setting during the course of student-

teacher interactions. Another goal of the present study, therefore, is to investigate whether or not the positive and negative affections of students are influenced by such types of teachers as liked, disliked and neutral.

### **The Relationship between Being a Liked, Disliked and Neutral Teacher and the Academic Success of Students**

The personality traits of teachers influence students and the teaching/learning process in many ways, one of which is academic success (Goldstein & Benassi, 2006; Larsgaard et al., 1998; Thibodeau & Hillman, 2003). Apart from the role of interaction between teachers and students, the personality traits of teachers also play a part in increasing academic success. For instance, teachers with personality traits such as conscientiousness are more likely to help students with their academic success (Patrick, 2011).

In addition, Montalvo et al. (2007) studied and confirmed the effects of liked and disliked teachers on student motivation, participation and academic success. They concluded that students who were cared about were more successful. Based on these findings, the present study investigates the relationship of teacher types such as liked, disliked and neutral with the academic success of students.

The quality of the interaction between teachers and students also greatly influences how students adapt to life. If the direction of this interaction is positive, then students experience positive emotions, thus increasing their ability to adapt to school (Patrick, Skinner, & Connell, 1993; Skinner & Belmont, 1993). Positive experiences nurturing positive emotions have been shown to increase academic success and the motivational levels of students at the same time (Birch & Ladd, 1998; Connell & Wellborn, 1991; Furrer & Skinner, 2003; Hamre & Pianta, 2001; Murray & Greenberg, 2000; Yoon, 2002). Conversely, negative interactions have been shown to result in the loss of interest on the part of students, some of whom may skip or even drop out of school (Birch & Ladd, 1997; Egger, Costello, & Angold, 2003; Howes, Matheson, & Hamilton, 1994). Accordingly, there arises a need for studies into how positive emotions could be activated in students in school settings. However, there is an insufficient number of studies regarding this aspect in the literature, none of which have been conducted in Turkey so far. The number of students in Turkey amounts to 20 million, and their teachers are unfortunately driven to teach as a result of the

criterion of their academic success. However, the personality traits of those who wish to be successful in their jobs or careers are very essential aspect (McCrae & Costa, 2003).

Likewise, the personality traits of teachers-to-be should not be disregarded when students are guided to their future career. It is unfortunate that only a few studies have been undertaken regarding this aspect. After taking all of this into account, it becomes essential to investigate the relationship of being a liked, disliked, and neutral teacher to the subjective well-being and academic success of students, apart from just identifying the different teacher types by using the Big-Five Personality Model, for the purpose that negative interactions can be replaced with positive ones and that the success and happiness levels of students can be enhanced. Studies which are carried out from this perspective might give important insight for the professional development of teachers, school reform, and development of the learning/teaching process, in addition to the subjective well-being and academic achievement of students. In this context, answers to the following questions were sought:

- a) Do liked, disliked, and neutral personality traits of teachers differ from one another in terms of the Big-Five Personality Model?
- b) Do the negative and positive emotions of students differ in terms of the type of teacher such as liked, disliked, or neutral?
- c) Does the academic success of students differ in terms of the type of teacher such as liked, disliked, or neutral?
- d) How do students interpret the personality traits of their teachers who are liked, disliked or neutral in light of the Big-Five Personality Model?
- e) How do students express their emotions towards and experience with teachers who are liked, disliked or found to be neutral?

## Method

### Research Design and Procedure

This study has been conducted using the qualitative and quantitative scanning model, for which the data was collected from individuals of various ages. Also, the cross-sectional research model was employed. The most important reason for choosing the mixed method was the aim of the present study. Other reasons can be listed, such as use of the qualitative and quantitative research method takes into

account the strengths of both, which diminishes the weaknesses of using just the quantitative or qualitative research alone. Secondly, using these methods together provides more comprehensive evidence for studying a research problem than using them alone. The last reason is that the mixed method is practical because researchers might solve problems by using both numbers and words. Thus, researchers combine inductive and deductive thinking (Fraenkel & Wallen, 1993; Greene, 2006; Johnson & Christensen, 2004; Johnson & Onwuegbuzie, 2004).

The first phase of this study undertook the investigation of the relationship between *liked*, *disliked*, and *neutral* teacher types with the subjective well-being and academic success of students, in addition to determining how students come to categorize their teachers into these different types in accordance with the Big-Five Personality Model. As to the second phase, the qualitative aspect of this study, the purpose was to derive responses as to how students interpret the personality traits of their teachers such as being liked, disliked or neutral in light of the Big-Five Personality Model, as well as how they express their emotions and experience with teachers who are liked, disliked or found to be neutral.

The criteria used to determine appropriate participants for the present study included attending high-school, being 14 to 16 years of age, being in either 9<sup>th</sup> or 10<sup>th</sup> grade, and lacking a chronic disease. The data for the present study was collected from April to October 2012 from 204 adolescents attending a high-school in Eskisehir, Turkey. This school was chosen for the fact that it is in a convenient place with accessible staff, and that it suited the purpose of this study. The quantitative data was obtained as a result of a work group application lasting for one class-hour, while the qualitative data was obtained from one-on-one interviews. All the necessary ethical rules were observed in the course of data collection, which was based upon volunteering. Before applying the data-collection instruments, the informants were informed briefly as to the purpose of this study. Afterwards, those who wished to participate in the study were given some scales for data-collection. In the mean time, all necessary extra information was provided for those who had hesitations about what exactly they were expected to do.

The quantitative data was analyzed using the one-way ANOVA technique, while analysis of the qualitative data was achieved through the

technique of sentence-based content analysis. To collect qualitative data, semi-structured interviews were performed on 60 students. The adolescents in the qualitative study group were asked the following two open-ended questions:

- a) How do you describe the personality traits of teachers whom you like, dislike, or feel neutral towards?
- b) How do teachers you like or dislike end up making you feel interested or upset during their lessons? [For the second question, the random assignment method was used, because the researcher chose one positive (interested) and one negative (upset) emotion from the PANAS scale.]

The qualitative data was subjected to sentence-based content analysis in cooperation with two educational psychologists and one measurement and evaluation specialist, all of whom have a PhD. A form was prepared which considered the appropriateness of the sentences given by the students in relation to how these sentences could be categorized. In this form, every single sentence was first evaluated and then placed in an appropriate category depending on how they were graded ("very suitable," "suitable," and "not suitable"). The forms were later submitted to the aforementioned experts so that they could evaluate the appropriateness of the sentences. All the sentences classified as "very suitable" and "suitable" were placed immediately under the relevant category, while those found "not suitable" were discussed once again before they were unanimously fitted into either of the appropriate categories. In the course of categorizing the qualitative data, information and findings from empirical and theoretical studies concerning subjective well-being and the Big-Five Model were used.

### Participants

**The Quantitative Study Group:** Initially, there were a total of 204 students. However, 9 students who failed to answer most of the items in the questionnaire, which accounted for 5% of all items in the study, as well as 2 students who were over 16 had to be excluded from the study. Of the remaining 193 students, 6 were found to have a chronic disease (4 males and 2 females) and so were ruled out from the study. Thus, 187 participants altogether were included in this study. The mean age of the adolescents who participated in the study was 15.17. 83 of the adolescents (44.4%) were female 104 (55.6%) were male. The parents of 8 of the participants were divorced. Another 6 were

orphaned. The rest had parents who were currently married (173). As to the educational status of the parents, 108 (57.8%) mothers were elementary school graduates, 47 (25.1%) were high school graduates, 30 (16.1%) had a bachelor's degree and 2 (1.1%) had a master's degree. 76 (40.6%) fathers of the participants were elementary school graduates, 59 (31.6%) were high-school graduates, 50 (26.8%) had a bachelor's degree, and 2 (1.1%) had a master's degree.

**The Qualitative Study Group:** All 187 students were informed briefly about the content of the study, 60 of whom (30 males and 30 females) volunteered to participate in the qualitative study. A qualitative study was conducted on these 60 adolescent students.

### Instruments

**Personal Information Form:** A personal information form was used in order to determine the demographic features of the students taking part in the study. In this form information about the age, gender, educational status, and socio-economic levels of the adolescents was taken, as well as information about whether they had a chronic disease or not.

**The Qualitative Question Form:** A qualitative form including information about the age, gender and class of the students was used to get answers to the following two questions:

- a) How do you describe the personality traits of the teachers whom you like, dislike or feel neutral towards?
- b) How do teachers you like or dislike end up making you feel interested or upset during their lessons?

**Positive and Negative Affects Scale-PANAS:** The Positive and Negative Affects Scale, developed by Watson, Clark, and Tellegen, (1988), is a 5-point Likert scale consisting of 10 positive and 10 negative emotions, and was adapted to Turkish by Gençöz (2000). The internal consistency of the scale was found to be 0.86 for the negative emotional dimension and 0.83 for the positive emotional one. The validity of the scale was checked using the Beck Anxiety and Depression Inventory. The negative emotional dimension was measured at 0.51 by the Beck Depression Inventory and at 0.47 using the Beck Anxiety Inventory, showing it to have an average and positive relation. However, the positive emotional dimension was measured at -0.48 by the

Beck Depression Inventory showing an average relation, and measured at -0.22 by the Beck Anxiety Inventory showing a low and negative relation. The values determined for the Cronbach Alpha scale used in the present study were 0.87 for positive affection and 0.88 for negative affection. According to the results of the explanatory factor analysis, the explained variance of the two-dimensional scale was 56.33%.

**The Big-Five Inventory:** The Big-Five Inventory was developed by John and Srivastava (1999), which was adapted to Turkish by Sümer, Lajunen, and Özkan (2005). The scale is a 5 point Likert type, consisting of 44 items. This scale is renowned for measuring five important dimensions of personality. The Cronbach alpha values, measured for the sub-dimensions of openness at (.81), conscientiousness (.82), extroversion (.88), agreeableness (.79), and neuroticism (.84), suggest that internal reliabilities for all the factors are within an acceptable range (John & Srivastava, 1999). The analyses made during the adaption to Turkish show this scale to have good convergent and discriminant validity with the Turkish version (Sumer et al., 2005). The present study also found the Cronbach Alpha values to vary between 0.76 and 0.91. The results of the explanatory factor analysis showed the explained variance to be 59.41%.

**Academic Achievement Scores:** Academic achievement scores for lessons of liked, disliked and neutral teachers were also gathered by means of a questionnaire. So in the present study, students were asked to share what their grade was for the lessons of liked, disliked and neutral teachers for the last semester. Thus, a grade point average was computed based on the students' grades for the last semester. Furthermore, grades in Music, Drawing, and Physical Education were excluded, because they involve specific skills. Their grades were evaluated using a five-mark system.

**Findings**

**Descriptive Statistics**

The mean scores taken from the scales used in the study and their standard deviation values have been presented in Table 1.

**The Results of Personality Differences**

When taking into account the liked, disliked and neutral teachers sub-dimensions in the Big-Five Personality Model (Extroversion, F

Table 1  
*Descriptive Statistics*

Variables	Teacher Types	n	$\bar{X}$	Sd
<b>Grades</b>	Disliked	187	3.05	.99
	Liked	187	4.15	.82
	Neutral	187	3.71	.96
	Total	561	3.64	1.03
<b>Extroversion</b>	Disliked	187	24.13	4.89
	Liked	187	31.77	4.42
	Neutral	187	26.81	4.49
	Total	561	27.57	5.58
<b>Agreeableness</b>	Disliked	187	22.09	7.27
	Liked	187	38.54	6.07
	Neutral	187	31.47	6.16
	Total	561	30.7	9.37
<b>Conscientiousness</b>	Disliked	187	26.33	6.36
	Liked	187	37.77	6.2
	Neutral	187	31.97	5.96
	Total	561	32.02	7.74
<b>Neuroticism</b>	Disliked	187	25.11	4.75
	Liked	187	17.09	5.11
	Neutral	187	22.24	4.14
	Total	561	21.48	5.73
<b>Openness to Experience</b>	Disliked	187	26.27	7.15
	Liked	187	40.25	5.86
	Neutral	187	33.73	6.54
	Total	561	33.42	8.67
<b>Positive Affection</b>	Disliked	187	25.55	7.58
	Liked	187	40.59	6.03
	Neutral	187	31.42	7.81
	Total	561	32.52	9.48
<b>Negative Affection</b>	Disliked	187	27.14	7.58
	Liked	187	14.59	5.61
	Neutral	187	18.01	7.24
	Total	561	19.91	8.67

= 131.77,  $p < .01$ ; Agreeableness,  $F = 298.95, p < .01$ ; Conscientiousness,  $F = 160.12, p < .01$ ; Neuroticism,  $F = 140.38, p < .01$ ; Openness to experience,  $F = 214.02, p < .01$ , the success levels of students ( $F = 66.32; p < .01$ ) and the positive ( $F = 208.15; p < .01$ ) and the negative ( $F = 166.89; p < .01$ ) emotions that the students experienced during these teachers' lessons, a significant difference was found between the mean levels. According to the Scheffe test results, the academic achievement level of students of liked teachers ( $\bar{X} = 4.15, p < .01$ ) is apparently higher than those of the disliked ( $\bar{X} = 3.05, p < .01$ ) and neutral ( $\bar{X} = 3.71, p < .01$ ) teachers. Compared to the disliked ( $\bar{X} = 24.13, p < .01$ ) and neutral teachers ( $\bar{X} = 26.81, p < .01$ ), the mean score of the liked teachers regarding the extroversion personality trait ( $\bar{X} = 31.77, p < .01$ ) was significantly higher. Also, when compared to

the disliked ( $\bar{X} = 22.09, p < .01$ ) and neutral teachers ( $\bar{X} = 31.47, p < .01$ ), the mean score of the liked teachers regarding the agreeableness personality trait ( $\bar{X} = 38.54, p < .01$ ) was significantly higher. Likewise, in comparison with those of the disliked ( $\bar{X} = 26.33, p < .01$ ) and neutral teachers ( $\bar{X} = 31.97, p < .01$ ), the mean score of the liked teachers regarding the conscientiousness personality trait ( $\bar{X} = 37.77, p < .01$ ) was relatively higher. However, the mean score of the liked teachers regarding neuroticism ( $\bar{X} = 17.09, p < .01$ ) was significantly lower than those of the disliked ( $\bar{X} = 25.11, p < .01$ ) and neutral teachers ( $\bar{X} = 22.24, p < .01$ ). As for the mean score of the liked teachers regarding the openness to experience personality trait ( $\bar{X} = 40.25, p < .01$ ), it was found to be significantly higher than those of the disliked ( $\bar{X} = 26.27, p < .01$ ) and neutral teachers ( $\bar{X} = 33.73, p < .01$ ). Similarly, in comparison with the scores of the disliked ( $\bar{X} = 25.55, p < .01$ ) and neutral teachers ( $\bar{X} = 31.42, p < .01$ ), the mean score of the liked teachers ( $\bar{X} = 40.59, p < .01$ ) was significantly higher when it came to making students have positive affection. Lastly, the mean scores of the disliked ( $\bar{X} = 27.14, p < .01$ ) and neutral teachers ( $\bar{X} = 18.01, p < .01$ ) were significantly lower than that of the liked teachers ( $\bar{X} = 14.59, p < .01$ ) when it came to making students have negative affection.

## Qualitative Findings

The results of the content analysis have been summarized in Table 2.

Considering the results in table 2, it can be argued that the traits of liked teachers were classified by the students as extroversion, conscientiousness, agreeableness, emotional stability and openness to experience, which is in keeping with the renowned five sub-dimensions, with amicability listed as an additional personality trait which has already been handled in social psychology. Additionally, table 2 shows the personality traits of disliked teachers, the most prominent of which was suspicion and antagonism towards others. This trait is followed by emotional instability, easy-going/carelessness, introversion, and consistency/cautiousness, in order of importance. Furthermore, table 2 shows the personality traits of neutral teachers, the most prominent of which was extroversion. This trait is followed by introversion, conscientiousness, suspicion and antagonism towards others, emotional instability, and easy-going/carelessness, in order of importance.

Table 3 summarizes all the qualitative data collected for the personality traits of teachers in consideration of which traits were possessed by the teachers and which ones were not.

Table 2  
Results of Personality Dimensions of the Teachers

Teacher Types	Personality Dimensions	Sample Sentences	f	%
Liked Teachers	Extroversion	S/he is talkative. S/he is energetic.	53	27.05
	Amicability	S/he is amicable. S/he is lovable.	42	21.44
	Conscientiousness	S/he cares for his/her lesson. S/he is well-disciplined.	33	16.83
	Agreeableness	S/he is merciful. S/he is forgiving.	29	14.79
	Emotional stability	S/he treats students fairly. S/he is reliable.	21	10.71
	Openness to experience	S/he is open to new ideas and situations. S/he has unusual ideas.	18	9.18
	Total		196	100
Disliked Teachers	Suspicious/ antagonistic towards others.	S/he shouts when speaking. S/he humiliates us.	68	35.72
	Emotional instability	S/he is nervous. S/he pokes her noses into everything.	42	23.3
	Easy-going/Carelessness	S/he does not make sure that students understand the lessons.	37	19.38
	Introversion	S/he doesn't talk much. S/he is monotonous.	23	12.42
	Close to experience	S/he is not open to new ideas and situations.	17	9.18
Total		187	100	
Neutral Teachers	Extroversion	S/he is lively. S/he is social	48	25.92
	Introversion	S/he is indifferent. S/he is not talkative.	43	23.42
	Conscientiousness	S/he is serious about teaching. S/he is careful.	32	17.48
	Suspiciousness and antagonism towards others	S/he beats students. S/he is always swearing.	24	12.96
	Emotional instability	S/he is unpredictable. S/he talks nonsense	21	11.48
	Easy-going/Carelessness	S/he is indecisive. S/he is untidy.	16	8.74
Total		184	100	

Table 3  
Summary of Personality Dimensions of Teachers

Personality Dimensions	Liked	Disliked	Neutral
Extroversion	+	-	+
Conscientiousness	+	-	+
Agreeableness	+	-	-
Emotional stability	+	-	-
Openness to experience	+	-	-
Amicability	+	-	-
Introversion	-	+	+
Suspiciousness and antagonism towards others	-	+	+
Emotional instability	-	+	+
Easy-going/carelessness	-	+	+
Close to experience	-	+	-

The liked teachers generally use seven affective strategies to activate the related emotions of the students: showing intimacy, implementing effective instructional methods, providing students with flow experience, showing positive personality traits, exhibiting happiness-oriented behavior, guiding students, and supporting perceived control of students. The disliked teachers generally use eight affective strategies to activate the related emotions of the students: implementing ineffective instructional methods, being suspicious and antagonistic towards others, inability to provide students with flow experience, being easy-going/careless, favoring some students over others, communicating negatively with the students, showing narcissistic personality traits, and lacking classroom management skills.

Table 4  
How the Teachers Make Students Feel "Interested"

	Affective Strategies	Sample Sentences	f	%
<b>Liked Teachers</b>	Showing intimacy	S/he is interested in us even outside the classroom. S/he attends to my personal problems during the break-times.	19	31.16
	Implementing effective instructional methods	S/he doesn't teach just by sitting on the chair. S/he provides us with good examples about the subject being taught.	13	21.32
	Providing students with flow experience	His/hers lessons are quite amusing. I really enjoy myself. S/he can teach even the most complicated subjects by simplifying them.	8	13.12
	Showing positive personality traits	S/he is just and sincere. S/he is hardworking	8	13.12
	Exhibiting happiness oriented behaviors	S/he teaches the subjects humorously. S/he always has a smile on his/her face.	7	11.44
	Guiding students	S/he gives us advice. S/he guides us in our social life.	4	6.56
	Supporting students' perceived control	S/he trusts. His/her expectations of me are important	2	3.28
	<b>Total</b>		61	100
<b>Disliked Teachers</b>	Implementing ineffective instructional method	S/he fails to relate the new subject with the previous ones for us. All s/he does is write on the board and have us follow it.	14	21.21
	Being suspicious and antagonistic towards others.	S/he is rather aggressive when discussing something in the classroom. S/he keeps mocking us by repeating this question: how did you happen to get the right to be a student in this school?"	13	17.70
	Inability to provide students with flow experience	S/he fails to present a unit or a subject fluently. S/he does not tailor her level when teaching us, so we get confused.	12	18.18
	Being easy-going/careless	S/he doesn't answer properly when asked a question. S/he keeps talking about subjects irrelevant to the subject being taught.	9	13.62
	Favoring some students over others	S/he is more tolerant of female students. S/he tends to hear only the questions of those they care about and so fail to even hear mine	7	10.61
	Communicating negatively with students	S/he addresses us using insulting words. S/he keeps making fun of us when we make a mistake.	5	7.58
	Showing narcissist personality traits	S/he keeps bragging about themselves. S/he really enjoys being flattered.	3	4.55
Lacking classroom management skills	S/he lacks enough authority in classroom. S/he is rather weak at managing classroom activities.	3	4.55	
	<b>Total</b>		66	100



Table 5  
How Teachers Make Students Feel "Upset"

	Affective Strategies	Sample Sentences	f	%
<b>Liked Teachers</b>	Providing students with flow experience	His/her lessons are enjoyable. Everybody is alert in his/her lessons and doesn't lose concentration easily.	14	28
	Establishing positive relationships with students	I feel happy when I don't have a problem with the teacher. S/he does not try to emphasize our mistakes/faults in public.	11	22
	Implementing effective instructional methods	Everybody is actively involved in the lessons. S/he narrates some stories about the subject being taught when necessary.	10	20
	Believing that there is no reason for being upset	I never feel unhappy during lessons. There is no reason for me to feel upset in lessons from this teacher.	6	12
	Being a happy teacher	S/he is happy. This happy makes me happy.	6	12
	Exhibiting happiness-oriented behaviors	S/he makes amusing jokes. The teacher makes me laugh and so I enjoy the lessons.	4	8
	Showing positive personality traits	S/he has an optimistic way of thinking. S/he is hard working enough.	4	8
	<b>Total</b>		50	100
<b>Disliked Teachers</b>	Failure to provide students with flow experience	I get bored. I can't understand anything.	18	28.57
	Showing negative personality traits	S/he keeps praising themselves. S/he is inconsiderate	10	15.87
	Implementing ineffective instructional methods	The nature of the lessons is undesirably traditional. S/he uses the book as the sole source, which is not good.	10	15.87
	Harming self-esteem	S/he hurts our feelings in front of others. S/he criticizes us harshly when we fail to answer a question.	9	14.29
	Having negative relationships with students	S/he doesn't listen to students. S/he doesn't ever give priority to our opinions.	8	12.7
	Having an unhappy teacher	S/he is unhappy. S/he does not have a smiling face.	4	6.35
	Lacking classroom management skills	S/he fails to make the boisterous students quiet when necessary. S/he lacks enough authority in the classroom.	4	6.35
	<b>Total</b>		63	100

The liked teachers generally use seven affective strategies to activate the related emotions of the students: providing students with flow experience, establishing positive relationships with students, implementing effective instructional methods, believing that there is no reason for being upset, being a happy teacher, exhibiting happiness-oriented behavior, and showing positive personality traits. The disliked teachers generally use seven affective strategies to activate the related emotions of the students: failure to provide students with flow experience, showing negative personality traits, implementing ineffective instructional methods, harming self-esteem, having negative relationships with students, being an unhappy teacher, and lacking classroom management skills.

### Discussion

The results of the present study show that the students who participated in this study perceive the personality traits of their liked, disliked and neutral teachers in differing ways in relation to the Big-Five Personality Model. Also, the students are

understood to experience negative and positive affections depending on what teacher types (liked, disliked and neutral) they were taught by, with their achievement levels varying as well. Furthermore, different teacher types are assumed to use varying affective strategies in order to activate the emotions of being "interested" and "upset". Generally in the literature teachers have been categorized with such features as liked (effective, excellent, good, qualified) and disliked (hated, amateur, inefficient) (Amon & Reichel, 2007; Goldstein & Benassi, 2006; Grieve, 2010; Helterbran, 2008; Lowman, 1995; Montalvo et al., 2007; Polk, 2006; Thibodeau & Hillman, 2003; Wubbels & Levy, 1991, 1993). In the literature, the learning/teaching process is considered to be a matter of personality (Chamorro-Premuzic & Furnham, 2005; De Raad & Schouwenburg, 1996). However, the personality traits of liked, disliked and neutral teachers have not been investigated in detail in educational settings. Furthermore, how liked, disliked and neutral teachers influence the academic achievement, learning, and affection of students has not been well-documented. The number of studies highlighting the significance of the subjective well-being of students in an

educational setting has been on the increase, as well as how the emotions which students experience during lessons have a lot to do with teacher-student interaction, activities associated with success, and the topic being taught (Linnenbrink-Garcia et al., 2011; Lombardi & Sinatra, 2013; Schutz et al., 2007). Moreover, some studies about the subjective well-being of students was carried out (Ash & Huebner, 2001; Baker, 1998; Drugli et al., 2011; Huebner, 1991; Huebner & Gilman, 2003; Suldo & Huebner, 2004), but few studies exist about the subjective well-being increasing/decreasing strategies used by liked, disliked and neutral teachers. As a result, the present study gives important insight and some implication tools in these undiscovered domains. The evaluation of the findings and contribution of the present study are discussed below in detail.

### Evaluation of Quantitative Findings

The concept of personality traits has thus far been studied from different viewpoints, and it is widely agreed that positive personality traits of teachers contribute a good deal to the ability of students to become adapted to the school environment, as well as their academic learning and achievements (Bennett, 1982; Goldstein & Benassi, 2006; Beishuizen et al., 2001; Eilam & Vidergor, 2011; Polk, 2006; Thibodeau & Hillman, 2003). Even though the results of the present study are consistent with those of other relevant studies, this study differs from them in terms of the scope, method, population and instruments. In other words, while other studies have handled the issue of personality traits and teachers types from a macro perspective, the present study aims to handle the same issues by focusing on day-to-day teacher/student experiences in the classroom environment based upon the perceptions of students through a micro, systematic analysis that uses different instruments and research models. The strongest aspect of this study is the fact that it is composed of both qualitative and quantitative research methods.

Furthermore, in reference to the Big-Five Personality Model, this study touches on the personality traits and types of teachers on a more comprehensive and theoretical basis. As McCrae and Costa (2003) stated, this model is cross-culturally valid, as it is reputed to be able to explain human personality. In addition, the relationship between types of teachers and the academic achievement of students relative to their positive and negative affections has also been discussed, which accounts for the comprehensiveness of this

study. There are known to be some studies in the literature emphasizing the impact of teachers upon the academic achievements of students (Goldstein & Benassi, 2006; Patrick, 2011; Thibodeau & Hillman, 2003). In line with these studies, the present study confirmed that liked teachers tend to exert a more positive influence on the academic achievement of students more than neutral or disliked teachers. Similarly, neutral teachers tend to have more positive effects upon the academic achievement of students when compared to the disliked ones.

On the subject of the subjective well-being of students, a diverse array of academic factors has been investigated up to this point (Ash & Huebner, 2001; Huebner, 1991; Huebner & Gilman, 2003; Suldo & Huebner, 2004). In this study, which examines the types of teachers as an important academic factor, the findings show that liked teachers have more positive effects on the subjective well-being of students than both the neutral and the disliked ones. Correspondingly, the neutral teachers are more likely to have positive effects on the subjective well-being of students than the disliked ones. As a result, the present study has been able to handle the relationship between the subjective well-being of adolescents and teacher types detailedly.

### Evaluation of the Qualitative Findings

**Relationships between Teacher Types and Personality Traits:** Considering the fact that amicability also came to the fore in addition to the traits already known, the Big-Five Personality Model is remarkable. The qualitative analyses emphasized that being amicable towards students is also very significant on the part of the teacher when it comes to being liked by students. Amicability is associated more with love and attraction in social psychology, in which it is argued that people have a tendency to interact with amicable people more comfortably, and to sustain this interaction for longer periods, given that amicable people are known for loving and respecting people and accepting things (Taylor, Peplau, & Sears, 2006). The present study, therefore, concludes that it is desirable for students to have amicable teachers by whom they can be loved and accepted.

The function of personality traits is of great importance in recognizing the relationship between personality traits and other variables (Costa & McCrae, 1980; McCrae & Costa, 2003). The

findings on the types of teachers regarding the Big-Five model showed a relationship between being a liked teacher and all the dimensions of the Big-Five Personality Model. In light of the qualitative findings, it could be deduced that the extroversion and amicability of liked and neutral teachers seem to be vital in establishing relationships with students. What is more, openness to experience and conscientiousness are both necessary for teachers desiring to teach efficiently. Lastly, having an emotionally balanced personality is of great significance in establishing self-regulation on the part of the teachers who desire to be of help to their students.

**Relationships Between Affection of Students and Teacher Types:** Even though several studies in the literature have drawn attention to the impact of teachers on the subjective well-being of their students, only a few of them have focused on how this impact occurs in the course of teaching and what kind of relationship exists between this impact and the interaction of teachers with their students. Loveless (2006) has laid a good deal of emphasis on this aspect. He reports that a large number of American students are still unhappy despite being much more successful in international exams when compared to students of other nations. The reason he cites for this fact is that the subjective well-being of the students is unfortunately not given enough attention in the course of teaching in the classroom. That is to say, teachers should necessarily make sure that students are happy with the way teaching is carried out. The results of the present study shed further light upon the point emphasized by Loveless.

In the present study, factors associated with the affection of students are understood to be activated by the teachers themselves. These factors were named according to the aforementioned dimensions of academic skills and personality of the teachers, and the relationship between students and teachers (Goldstein & Benassi, 2006; Grieve, 2010; Lowman, 1995; Montalvo et al., 2007; Polk, 2006; Thibodeau & Hillman, 2003; Wubbels & Levy, 1991, 1993). On the other hand, the naming of some dimensions was based in part upon psychological contracts not mentioned in the present study either theoretically or empirically. For instance, one of these constructs is about self-esteem. In the literature, self-esteem is regarded as an essential factor in the subjective well-being of individuals (Diener & Diener, 1995; Furnham & Cheng, 2000). Another construct is that of flow. According to Csikszentmihalyi (1990), as

long as the level of the subject to be taught is above or below the current level of the students, students will end up suffering anxiety and boredom, for which reason the level of their subjective well-being will be reduced. Still another construct is that of the perceived control of students (Skinner, 1995, 1996). The subjective well-being of students has been observed to increase in keeping with a rise in the levels of their perceived control (Grob, 1995). One of the strategies used for enhancing subjective well-being is to exhibit happiness-oriented behavior, such as cheerfulness, and a sense of humor (Tkach & Lyubomirsky, 2006). To sum up, the above mentioned constructs were considered in naming the reasons for the positive and negative emotions of students activated by teachers. Incidentally, none of the studies in the literature has so far investigated how these constructs are related with the subjective well-being of students in consideration of the relationship of students with teachers of different types in a classroom environment.

The qualitative findings of affection demonstrated that, depending on the type of teacher, the personality traits, academic skills, and interaction of teachers with students are assumed to increase perceived control, as well as influence self-esteem positively. Accordingly, the subjective well-being of students increases. This, in turn, shows how scientifically-bred independent constructs happen to combine into a meaningful whole in view of an academic context.

According to the general findings of the present study, liked teachers have a positive impact on the affection of students and academic achievement. Additionally, they have more certain positive personality traits than disliked and neutral teachers. Thus, the most important contribution of the present study is that the academic ability of a teacher is not sufficient criteria for increasing the positive affection of students and academic achievement. Furthermore, teachers should learn and consider strategies for increasing the subjective well-being of students in order to increase the positive affection of students, because positive emotions supply building capacities, broaden perspectives and increase enjoyment. Also, the positive features possessed by students in an educational setting enhance their academic abilities and capacities (Fredrickson, 2001; Fredrickson & Branigan, 2005). Thus, the present study suggests that teachers might use such strategies as how to provide students with flow experience, establish positive relationships with students, implement

effective instructional methods, be a happy teacher, exhibit happiness-oriented behavior, show intimacy, guide students, and support perceived control of students in order to increase the subjective well-being of students. However, teachers should not use strategies such as failing to provide students with flow experience, showing negative personality traits, implementing ineffective instructional methods, harming self-esteem, having negative relationships with students, being an unhappy teacher, lacking classroom management skills, being suspicious and antagonistic towards others, being easy-going/careless, favoring some students over others, communicating negatively with the students, showing narcissist personality traits, or lacking classroom management skills in order not to decrease the subjective well-being of students. Moreover, teachers should display such personality traits as extroversion, conscientiousness, agreeableness, emotional stability, openness to experience, and amicability. They should not, however, activate such personality traits as emotional instability, easy-going/carelessness, introversion, or consistency/cautiousness. To sum up, teachers play an important role in increasing students' positive affection as well as in decreasing

negative ones in the classroom setting. As a result, the findings of this study might be used for the professional development of teachers, school reform, development of the learning/teaching process, and also the subjective well-being and academic achievement of students.

One limitation to the present study is that it is restricted to the perceptions of students. Future studies on this issue could be made considering not only the perceptions of students but also those of teachers. A second limitation is that in the present study, a higher GPA might be related to a higher level of liked teacher characteristics, but the GPA could not be controlled in the present study. This condition might be considered in future studies. Another suggestion would be that future studies could investigate the relationship between the performance of teachers and the variables discussed in this study. Yet another suggestion is that future cross-cultural studies could be made into this issue. In light of the findings of this study, teachers should be informed that they should suffice not only with the subjects they are supposed to teach as stated by the curriculum but they should also develop their personality traits and teaching skills in favor of being "liked" teachers.

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