



DOI: 10.2478/jolace-2020-0005

Teachers' persona reflects in students' personality: A case study of primary school level in the Sahiwal District, Pakistan

Zeenat Abdul-Haq Daha¹ & Muhammad Imran^{1,2}¹The University of Sahiwal, Pakistan² Shanghai Jiao Tong University, Chinae-mail: imranjoyia76@gmail.com

Abstract

This study highlights the imperative fact that students are the personification of a teacher's persona. The professional persona of the teachers is the reflection of personal and emotional traits that helps their students in the development of a nation. This is a quantitative study of 40 teachers and 153 students from Sahiwal district, Pakistan based on Erikson's theory of psychosocial development. For questionnaires, the study gyrates around the conceptual framework of teachers' personal traits independent variables: empathy, resourcefulness, wittiness, acknowledgment, determination, and creativeness are aimed to analyze their reflection in students' performance as a dependent variable. For data collection, the purposive sampling technique is used and SPSS software for calculations. This study traces that it is a need the hour to improve the society through training of a teacher to develop a paradigm of "Teacher's persona" that ultimately, influences the students en masse.

Keywords: personification, teacher's persona, students' performance, Pakistan

1 Introduction

A fine teacher can stir hope, enlighten the imagination, and instill a love of learning. Excellence based education accompanies students' learning with the multiple interconnected features, the fundamental of which is the teachers' persona. They are the personalities who lend a hand for others to acquire knowledge, aptitude, virtues, and values. All other professions are the artifacts of the teaching profession. Education starts from home in adolescent age. Educators must not have only their particular credentials, rather more on their persona through which they teach more. Gablinske (2014) explained, "Teachers as the prime individuals bring their attitudes, temperament, thoughts, speech style, costume, and friendly atmosphere...these ethics glow, and picked up by students"

(p. 1), to build the nation. They outline the lives of small personals by natural acts, interesting questions, and delicate cues to produce a responsible individual for a valuable role in society. S/he influenced in just the first 20 or 30 seconds before or after the formal lecture through personal conversation and during the class period with actions and words.

The aim is to understand the phenomenon that students personify their teacher's persona, instantly or later in life. Therefore, from the beginning, optimistic and skilled educators must utilize their potential as helping hands during the transitional period of kids to adolescents, to believe in themselves. Teaching is an art, to guide human psychosocial development, especially at the primary level teachers are characterized by traits such as honesty, compassion, truthfulness, courage, and moderation their students try to imitate (Fenstermacher & Richardson, 2000).

This paper is following a line of investigation that gyrates around the issues of teacher's persona that ultimately reflects in the students' personality as an empathetic teacher teaches the students not to be judgmental but supportive for their peers and brings harmony. Creative teachers enable them to think critically, and determined teachers can reflect in their students as achievers.

Flores & Day expressed that identity is an actively changing process due to external and internal life experiences (2006), which influences the teacher's persona. Plato is of the view in *Meno to Ryle's The Concept of Mind* that virtues cannot be taught... they are acquired or picked up by association with people who are themselves virtuous. Thus, teachers must possess such characteristics to foster those in their students.

Erickson's stages from third until the middle of the fifth are the primary educational stages. Teachers are now a fundamental part of children's life. Here students are the marvelous spark (Lounsbury, 2017), a raw substance so they deserve a respectful treatment to develop their personas. A teacher needs attitude with information, guts with research, and principles with aptitude (Lounsbury, 2017). Students shape their lives by following their teachers' pavements through their personal, empathetic, and impulsive responses with probing questions, clever praise, and personal dialogue with a student, just for 20-30 seconds. Their problems recognition and solutions by teachers, boost up their positive emotions.

Research objectives

The objectives of the study are:

1. To assess the epitome of a teacher's persona into the personality of students.
2. To assess the role of a teacher in the development of a nation by students in the course of personal and professional traits.

This search will locate the teacher's traits through which they can mold the character of students, the raw material into a valuable part of the society.

Hypothesis of Research

- H1.** The empathetic teacher will be positively associated with students' success.
- H2.** Resourcefulness teacher will be positively associated with students' learning
- H3.** Wittiness is a teacher persona's trait that will be positively associated with students' success.
- H4.** Teacher's acknowledgment will be positively associated with students' development.
- H5.** The determined teacher will be positively associated with students' determination towards the achievement of their tasks.
- H6.** Teachers' creativity will be positively associated with students' vibrancy.

Significance of the study

The study depicts that the teacher's persona reflects in students therefore they respect students' essential social and personal abilities for life, both in school and social community. Although this research will cover, the area of District Sahiwal (Primary level schools) but the results can be fruitful in many perspectives. Teachers must be competent in knowing how and when (Calderhead & Shorrock, 1997). Students learn success skills through Communicative teaching and supportive learning (Luz, 2015), therefore, teachers must design good communication skills with colleagues, administration, and parents.

Scope and limitations of the study

Teachers and students both are fundamental parts of society. Therefore, the findings will help to solve the educational/social problems. The potential beneficiary of the research is society. Students can also be reluctant to respond in presence of their teachers, so it can be requested to have a friendly session in the absence of teachers in their free time, or an observational session during class can be held to fill the questionnaire for data collection.

Delimitation of the study

Only six traits of a teacher's persona will be considered to reflect the effects and changes that directly influence students' performance. Primary students have multifaceted behaviors to erect and articulate their perceptions. They express their thoughts, emotions, questions, and needs through different modalities.

Operational definition(s)

- Personification is like to paint a picture in a person's mind, as "The shadow of the moon," so "students of their teacher's persona.
- A teacher's persona is the personification of personal, social, emotional, psychological, and cultural experiences that offer them to frame their role and position in a social setup.

Meador (2018) describes that persona is a combination of instinctive characteristics and life episodes. It determines the success rate of students as they follow the traits of their teacher's persona. From the hypothesis, it is very clear that a person, alone, could not achieve any goal without others' input. "This exchange of ideas and attitudes impacted at a deeper level, ultimately the students" (Talis, *The Teaching and Learning International Survey*, 2009, p. 101). So the teacher maintains a co-operative design from the panoramic view of social and emotional support through the realistic recommendation of the administration, parents, community, peer ones, and students for the professional attitude.

Conceptual framework

It is the outcome of the prior literature, on the teacher-student relationship concerning the teacher's persona as a personification in students and consequently identifies its scope. Gablinske (2014) supported the ideology that effective classroom interactional practices are the trait of effective teachers, a keystone in a teacher-student relationship (p. 1). Barch (2015) also found the impact of a quality relationship between the student/teacher on children's communal and cognitive development in a healthy environment. No one is a natural teacher as Davis (2011, p. 3) explained, "They adopt personae and improvise it according to the situation". Teachers and students both perform the parallel roles and their reactions bring change. The purpose of this study is to search out the effect of teachers' persona on students that they enact as their own personality traits.

Teaching persona

A Latin word "Persona" is used for the mask. Davis (2011, p. 3) visualized it as a mask that involves artifice. Compassionate teachers rein it through virtues and entrench it as their main purpose. In addition, in the caring teaching approach, teachers' pedagogical orientations are more "moral and emotional" than technical and methodological. Consequently, a determined, resourceful, and creative teacher establishes a wit and empathetic attitude, in order to acknowledge the students, as the cores of the learning environment. This effectively engages students to be part of different activities inside and outside of the school.

The Construct of students as the personification

Shadiow (2016) discovered the influential effect of teachers' persona that sets a dynamic tone, which brings clarity and delight of learning for students. A meta-analysis reflection suggests that the nurturing of students' characters represent personal concern while didactical bias and respectful didactics call only for academic success.

Social psychologists explored the fact of the enactment of teacher's roles including the social, emotional, psychologically protected, and motivational learning environment. Therefore, the persona is an enactment of social behaviors and identity is its dispensation as the students' first interaction outside the home is with teachers.

3. Theoretical framework

Erik Erikson (1902–1994) was a phase theorist who adapts Sigmund Freud's theory of psychosexuality and tailored it into a "Psychosocial theory of human development," in eight stages. The hypothesis is developed on Erikson's stages (a) stage-three; **Initiative vs. Guilt** from 3-5 years and (b) stage-four; **Industry vs. Inferiority** from 5-13 years.

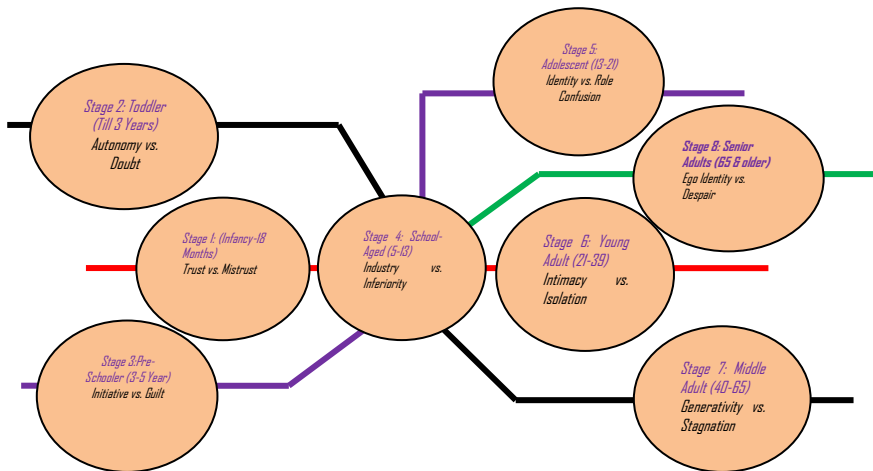


Fig. 1: Erik Erikson's Eight Stages of Psychological Human's Development

He incorporated cultural propositions along with socio and psychological development. For him, ego formulates a positive approach and ability at every developmental stage of children's growth that enables them to be the active components of society.

The preschool (third stage) children become proficient to take initiatives and learn customs, wisdom, gestures, and planning through activities to achieve their aspirational goals, while interacting with parents, peers, friends, and teachers.

In the elementary school (fourth stage), they start the comparison with their peers. They take the wisdom of pleasure and achievement through small tasks as lessons completion, games, and social interaction. They may come up with self-blaming in case of failure at any stage. They try to adopt diversified roles, set targets, and put their efforts into self-realization.

3. Research model

Two variables are extracted from Erickson's theory of human learning to prove statistically significant differences after data collection and analysis with regard to 'Student performance' as dependent variables (DV), and teacher traits as the independent variable (IV).

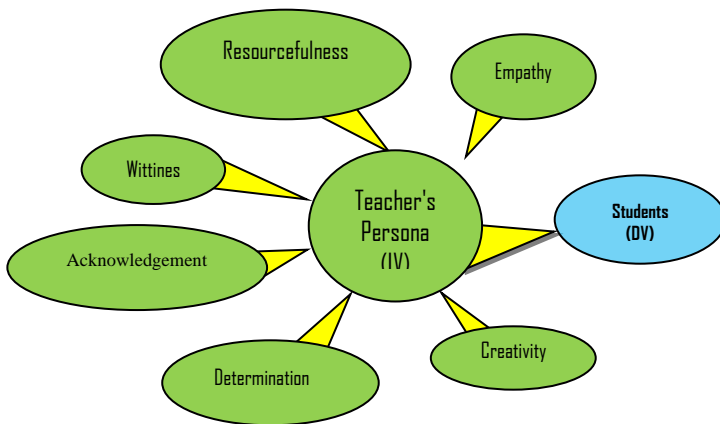


Fig. 2: Model of the Research Framework

This model explained the actions on the teacher's behalf to display a persona to manage the students' impressions. Teachers are not only schooling the young children at a primary level rather they teach them the skill of existence. Children are imitators of surrounded behaviors-how their teachers greet the class,

colleagues, and identify social relations. It affects their perception of belonging (Howard, 2006).

The existing literature has a trivial exploration at the part of the teacher's persona; the intention of this research is to locate the impact of teacher's persona in their students, at the beginning level. The research questions are the guidelines to assess (1) the epitome of a teacher's persona into the personality of students, and (2) the role of a teacher in the development of a nation by students in the course of personal and professional traits. This will enable us to guess the value of a teacher's role as a nation's builder, in the future.

Students personify the Empathetic Teacher

González & Arias (2017) explained that students could behave offensively, even with defiant gaze (p.1698), so teachers can lose control of their class, both at an academic and personal level. On the other hand, a strict but calm and polite teacher can reflect on students during their understanding of other's problems for the positive outcomes. They become the helping hands for peers without arrogance.

Students personify the Creative Teacher

Meador (2018) explained this trait as 'the ability to think outside the box to solve a problem'. Creative teachers can share a learning-friendly environment with students. They think critically to encourage students through individualize their teaching methodology for every student and help them in their practical life.

Students personify the Determined Teacher

Determined teachers collide through hardship to achieve the target that helps students to compose the student's personality as of achievers. They did not have lame excuses and learn to deal with society.

Students personify the Resourceful Teacher

The resourceful teacher can contain the most out of the available resources to solve the problems as, 'the most bang for their buck' (Meador, 2018). They teach the students to be independent of adversity to utilize their weapons at their full capacity. It is a power seldom recognized (Lounsbury, 2017) form of life.

Students personify the Wittiness of Teacher

Wittiness is a teaching tool for friendly communication with students, colleagues, and the community. According to Susan Howard (2016), it reinforced a sense of justice and goodwill (p.2) that reflects children's academic and relational persona.

Students personify the acknowledging Teacher

Teacher acknowledgment develops a constructive and accommodating atmosphere of trust and respect for students by maintaining their dignity (Barch, 2015). This enables the students to work agreeably with their peers and people in society, and respect their beliefs, feelings, and approach.

Students' performance (Dependent variable)

For children of the age (3-12 years, and above), eminence interaction with the teachers rests with them throughout their lives. Barch (2015) seconds this as a cognitive foundation from which perceptual expectations of other non-familial relationships are construed in the future (p. 1). Primary students are on the voyage of learning cultures, mostly in between school and home. Unconsciously, they learn about the values, food, terminologies, and unusual expressions from body language along with personality traits, personal inclinations, and unique potentials. This developing human stage required highly skilled teachers who can assert the students' diversified personalities (Park & Gauvaine, 2009).

The development of 'Teacher's persona' is a time-oriented activity. This research will discover the phenomenon that the classroom is the part of society, so as the students, and teachers should entail insight into human behavior to be successful. The teachers are the mirrors, and students are their reflection. Their persona adds to the overall classroom effectiveness. It is the outcome of dialog with students, parents, colleagues, and the community inside the social, cultural, and institutional environment (González & Arias, 2017, p.1693).

4. Research methodology

Research approach and data collection tool

This paper will continue with the quantitative approach. Thus, the tools (e.g., questionnaire), concepts, and research framework pivot with the relative existed literature. The questionnaire is developed on results and observations of the existing literature in order to measure teacher's persona including the following traits: 'Empathy (E)', 'Resourcefulness(R)', 'Wittiness (W)', 'Acknowledgement (A)', 'Determination (D)', and 'Creativity (C)'. The initial draft consisted of 42 items for the academic and personal care of teachers. Unclear items were rephrased and few were dropped in response to the feedback. The final instrument carried 30 items, 5 to each of 6 teachers' traits, on a 5-point Likert Scale, where 'Strongly disagree = 1', 'Disagree = 2', 'Neutral = 3', 'Strongly agree = 4', and 'Agree = 5'. The concept of students is simply a conceptual framework in order to discover the possible magnitude of teacher's persona effects.

Population

The targeted population is the primary schools in Sahiwal District, out of which the targeted sample consists of 40 teachers and 153 students, from the age of 3 to 13. The schools are personally visited for data collection. Statistical Package for Social Science (SPSS) is the format of analysis. The research is based on the non-probability purposive sampling method.

5 Data analysis

To calculate the descriptive statistics of categorical variables, frequencies are used for the respondents' responses. Approximately 230 questionnaires were distributed but the feedback was of only 195, as completely filled. The demographic profile of respondents comprises of age and education level/grade are presented in given tables.

Frequencies Statistics for age and study grades of Respondents

		Age of the respondents	What is the highest grade or level you have completed?
N	Valid	193	193
	Missing	3.00	3.00
Minimum		1.00	1.00
Maximum		3.00	2.00

Tab. 1: Frequencies Statistics for age and study grades of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	07-09	22	11.2	11.4	11.4
	10-12	47	24.0	24.4	35.8
	Above 12	124	63.3	64.2	100.0
	Total	193	98.5	100.0	
Missing System		3.00	1.5		
Total		196	100.0		

Tab. 2: Age of the respondents

The age limit of students from 07 – 09 at grade 3rd, age limit from 10 – 12, and above 12 for Grade 5th.

According to data, ages of much of the respondents are above 12, primary graduates, percentages as 64.2 %, in the government sector. The respondents of the age (07-09) ratio is 11.4 % while the percentage of 47 respondents of the age (10-12) is only 24.4%. The greater part of students are involved from (07-12) and above 12 years, those were present during and after exams.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3rd grade	32	16.3	16.6	16.6
	5th grade	161	82.1	83.4	100.0
	Total	193	98.5	100.0	
Missing		3	1.5		
Total		196	100.0		

Tab. 3: The highest education level of students

The education level of 161 respondents is 5th-grade having a percentage of 83.4% and only 32 respondents are in or under 3rd grade with the percentage, 16.6%. The reason is that most of the students have just completed their primary education.

Descriptive statistics (DS) for continuous variables

The descriptive statistics for continuous variables incorporate mean, median, and Standard deviation to calculate the information in a single go.

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis		
							Statistic	Std. Error	
Respondents' age	193	1.00	3.00	2.5285	.69257	-1.149	.175	-.014	.348
Grade/Level	193	1.00	2.00	1.8342	.37287	-1.811	.175	1.294	.348
Valid N (listwise)	193								

Tab. 4: Descriptive Statistics of continuous variables of age and grade of study

Interpretation of descriptive statistics of continuous variables

Positive skewness value in the table shows a bunch of scores on the left side of graphs and a negative value on the right side. A positive value of kurtosis clarifies

that the distribution of scores is peaked and negative values demonstrate the flat distribution of scores.

Normality

Histogram, scatter plots, and box plots are used to check the normality of data for the Pearson correlation and multiple regressions, analysis.

Empathy

Descriptive statistics of empathy

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistics	Statistic	Statistic	Statistic	Statistic	Std. Error	
E1	193	1.00	5.00	4.6580	.65124	-2.834	0.175	11.196	.348
E2	193	3.00	5.00	4.7358	.47611	-1.509	.175	1.253	.348
E3	193	1.00	5.00	4.2953	.90762	-1.338	.175	1.635	.348
E4	193	1.00	5.00	4.5907	.67955	-1.994	.175	5.112	.348
E5	193	2.00	5.00	4.5181	.68536	-1.488	.175	2.298	.348
Valid N (listwise)	193								

Tab. 5: Descriptive statistics of the IV's component, empathy

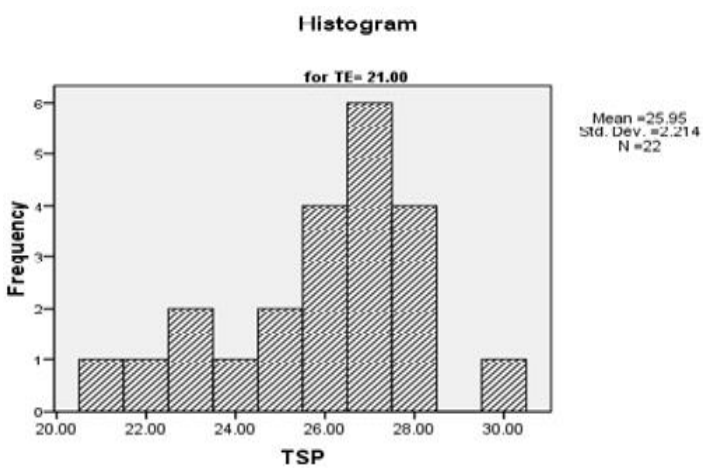


Fig. 3: IV's component of empathy

Resourcefulness

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
R1	193	1.00	5.00	4.0311	.91803	-1.041	.175	1.039	.348
R2	193	1.00	5.00	4.2539	.90300	-1.468	.175	2.418	.348
R3	193	1.00	5.00	4.3575	.77167	-1.471	.175	3.194	.348
R4	193	1.00	5.00	4.3834	.77603	-1.327	.175	1.970	.348
R5	193	1.00	5.00	4.4093	.77279	-1.814	.175	4.888	.348
Valid N (listwise)	193								

Tab. 6: Descriptive statistics of resourcefulness

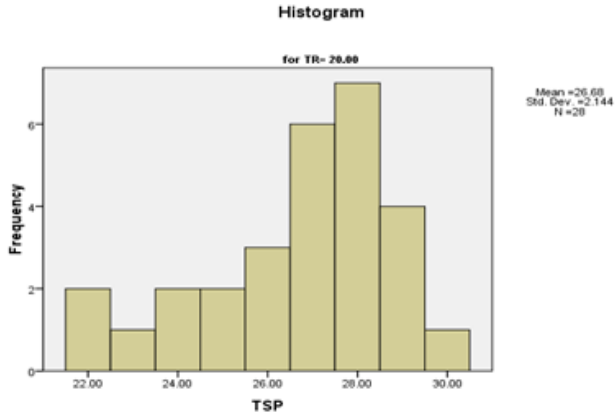


Fig. 4: IV's component resourcefulness

Wittness

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	
W1	193	1.00	5.00	4.2332	.93683	-1.557	.175	2.746	.348
W2	193	1.00	5.00	4.6995	.55231	2.435	.175	9.944	.348
W3	193	1.00	5.00	4.2487	.86621	-1.477	.175	3.093	.348
W4	193	1.00	5.00	4.5440	.65302	-1.582	.175	3.774	.348
W5	193	1.00	5.00	4.3316	.83783	-1.657	.175	3.739	.348
Valid N (listwise)	193								

Tab. 7: Descriptive statistics of wittness

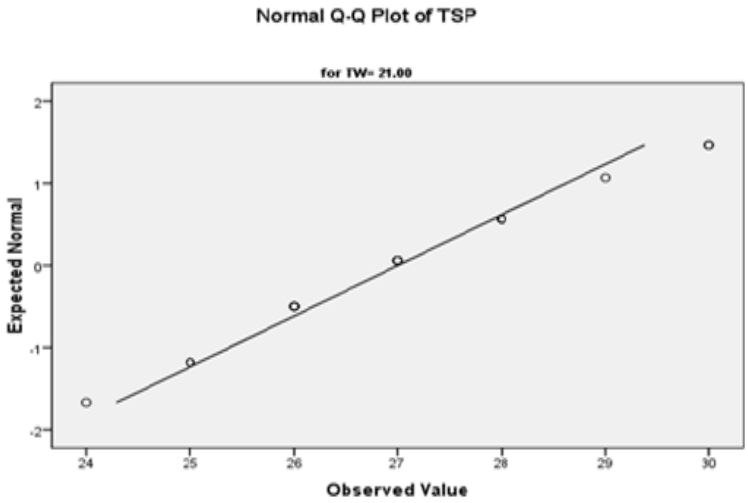


Fig. 5: Q-Q Plot of IV's component wittness

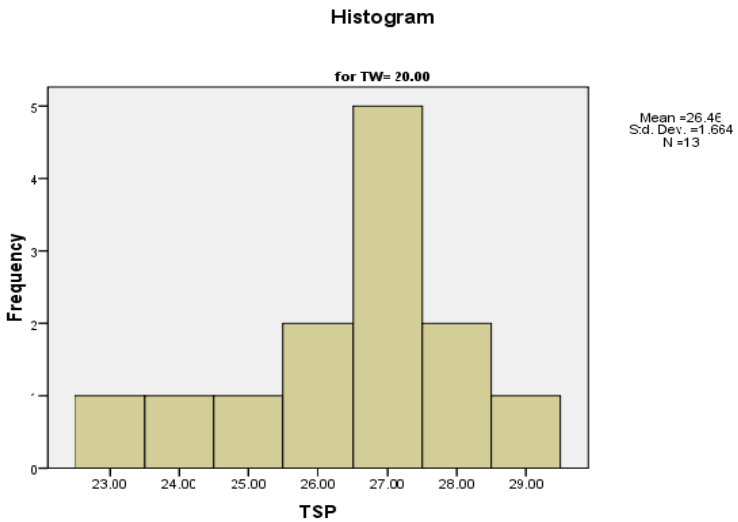


Fig. 6: Histogram of IV's component wittness

Acknowledgment

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
A1	193	1.00	55.00	5.0207	3.65142	13.483	.175	185.579	.348
A2	193	1.00	5.00	4.5803	.71809	-2.503	.175	8.650	.348
A3	193	1.00	5.00	4.5233	.72939	-1.831	.175	4.534	.348
A4	193	1.00	5.00	4.5078	.68556	-1.547	.175	3.374	.348
A5	193	1.00	5.00	4.7254	.54221	-2.658	.175	11.373	.348
Valid N (listwise)	193								

Tab. 8: Descriptive statistics of acknowledgement

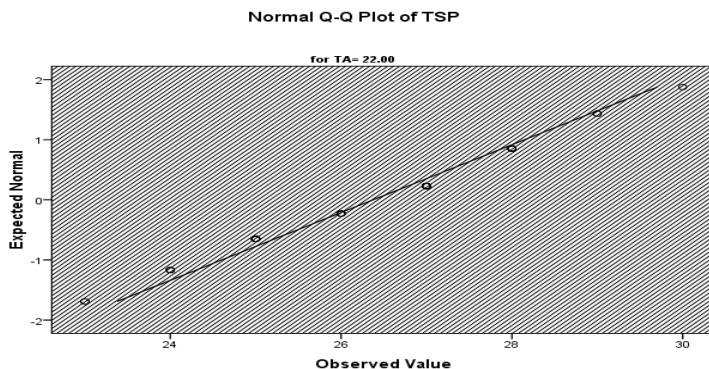


Fig. 7: IV's component acknowledgment.

Determination

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
D1	193	2.00	5.00	4.7306	.56821	-2.528	.175	7.521	.348
D2	193	1.00	5.00	4.5751	.63394	-1.711	.175	4.583	.348
D3	193	1.00	5.00	4.3057	.80675	-1.394	.175	2.907	.348
D4	193	1.00	5.00	4.5855	.68784	-1.767	.175	3.565	.348
D5	193	2.00	5.00	4.5492	.62825	-1.206	.175	.959	.348
Valid N (listwise)	193								

Tab. 9: Descriptive statistics of determination

Normal Q-Q Plot of TSP

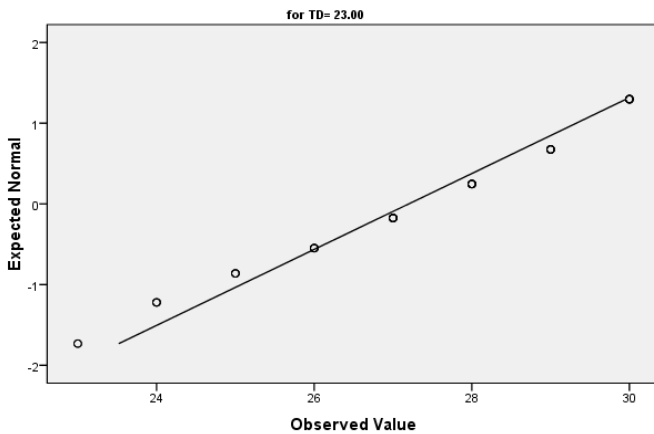


Fig. 8: IV's component determination

Creativity

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistics	Statistic	Statistic	Std. Error	Statistic	Std. Error
CI	193	1.00	5.00	4.2332	.83700	-1.216	.175	2.065	.348
C2	193	2.00	5.00	4.6477	.59530	-1.637	.175	2.337	.348
C3	193	1.00	5.00	4.4715	.75723	-2.048	.175	6.028	.348
C4	193	1.00	5.00	4.0622	.99282	-1.319	.175	1.834	.348
C5	193	2.00	5.00	4.5440	.69175	-1.400	.175	1.282	.348
Valid N (listwise)	193								

Tab. 10: Descriptive statistics of creativity

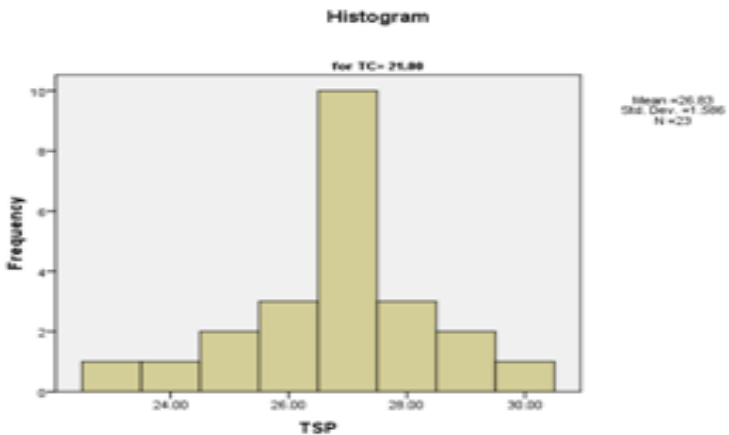


Fig. 9: IV's component of creativity

Student performance

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SP1	193	1.00	5.00	4.4819	.74368	-1.665	.175	3.337	.348
SP2	193	2.00	5.00	4.4508	.72809	-1.259	.175	1.224	.348
SP3	193	3.00	6.00	4.6943	.53504	-1.343	.175	1.196	.348
SP4	193	2.00	5.00	4.7565	.50803	-2.248	.175	5.675	.348
SP5	193	2.00	5.00	4.5389	.67684	-1.466	.175	1.989	.348
SP6	193	1.00	5.00	4.5337	.84789	-2.308	.175	6.020	.348
Valid N (listwise)	193								

Tab. 11: Descriptive statistics of student performance

Reliability

Variable	Cronbach's Alpha	N of Items
Empathy	0.611	5
Resourcefulness	0.624	5
Wittiness	0.663	5
Acknowledgement	0.780	5
Determination	0.653	5
Creativity	0.628	5
Students' Response	0.563	6

Tab. 12: Reliability Statistics

Reliability statistics of the variables (≤ 0.7), except students' responses (0.563)

Cronbach's alpha value (≤ 0.7) is used to measure the reliability of the questions' similar construct. The tables of each variable illustrate that alpha values of the variables, except one, are more than 0.6 so the scales are reliable in our

research. The reliability table shows the correlation values of all the items are ≤ 0.7 , except the students' response (0.563) so further analysis is preceded.

Correlation

	Mean	Std. Deviation	N
TR	21.4352	2.62544	193
TW	22.0570	2.55397	193
TE	22.7979	2.16881	193
TA	23.3575	4.01840	193
TD	22.7461	2.16814	193
TC	21.9585	2.49340	193
TSP	27.4560	2.29796	193

Tab. 13: Descriptive statistics of DV and IVs

Interpretation

The above table shows that there is no negative relationship between variables because (1) '0' shows no connection, (2) '-1' shows a perfect negative correlation, and (3) '+1' shows perfect positive correlation (Cohen, 1998).

$r = 0.50_1.0$ or $r = -0.50_ -1.0$	Huge/large
$r = 0.30_0.49$ or $r = -0.30_ -0.49$	Average/medium
$r = 0.10_0.29$ or $r = -0.10_ -0.29$	little/Small

Tab. 15: Correlation standards of measures

- ❖ There is a positive and huge correlation between R and W (r=0.548)
- ❖ There is a huge correlation between R and E (r=0.547)
- ❖ There is a positive and average correlation between R and A (r=0.367)
- ❖ There is a positive and average correlation between R and D (r=0.499)
- ❖ There is a positive and huge correlation between R and C (r=0.602)
- ❖ There is a positive and average correlation between R and SP (r=0.404)
- ❖ There is a positive and huge correlation between W and E (r=0.624)
- ❖ There is a positive and average correlation between W and A (r=0.393)
- ❖ There is a positive and huge correlation between W and D (r=0.567)
- ❖ There is a positive and huge correlation between W and C (r=0.513)

		TR	TW	TE	TA	TD	TC	TSP
TR	Pearson Correlation	1	.548**	.547**	.367**	.499**	.602**	.404**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	193	193	193	193	193	193	193
TW	Pearson Correlation	.548**	1	.624**	.393**	.567**	.513**	.453**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	193	193	193	193	193	193	193
TE	Pearson Correlation	.547**	.624**	1	.311**	.551**	.505**	.510**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	193	193	193	193	193	193	193
TA	Pearson Correlation	.367**	.393**	.311**	1	.107	.357**	.071
	Sig. (2-tailed)	.000	.000	.000		.140	.000	.328
	N	193	193	193	193	193	193	193
TD	Pearson Correlation	.499**	.567**	.551**	.107	1	.554**	.570**
	Sig. (2-tailed)	.000	.000	.000	.140		.000	.000
	N	193	193	193	193	193	193	193
TC	Pearson Correlation	.602**	.513**	.505**	.357**	.554**	1	.470**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	193	193	193	193	193	193	193
TSP	Pearson Correlation	.404**	.453**	.510**	.071	.570**	.470**	1
	Sig. (2-tailed)	.000	.000	.000	.328	.000	.000	
	N	193	193	193	193	193	193	193

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

Tab. 14: Correlations of dependent and independent variable

- ❖ There is a positive and average correlation between W and SP ($r=0.453$)
- ❖ There is a positive and average correlation between E and A ($r=0.311$)
- ❖ There is a positive and huge correlation between E and D ($r=0.551$)
- ❖ There is a positive and huge correlation between E and C ($r=0.505$)
- ❖ There is a positive and huge correlation between E and SP ($r=0.510$)
- ❖ There is a positive and little correlation between A and D ($r=0.107$)
- ❖ There is a positive and average correlation between A and C ($r=0.357$)
- ❖ There is a positive and very small correlation between A and SP($r=0.071$)
- ❖ There is a positive and huge correlation between D and C ($r=0.554$)
- ❖ There is a positive and huge correlation between D and SP ($r=0.570$)
- ❖ There is a positive and huge correlation between C and SP ($r=0.470$)

6 Regression Analysis

The following tables are the outcomes of standard multiple regression of IV and its relationship with other components (R, W, E, A, D, C) and DV (SP) according to the Standard Multiple Regression (SMR) approach.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.641 ^a	.411	.392	1.79167

Tab. 16: Model summary^b

- Predictors: (Constant), TC, TA, TE, TD, TR, TW
- DV: TSP

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	21.9218	29.5487	27.4560	1.47338	193
Std. Predicted Value	-3.756	1.420	.000	1.000	193
Standard Error of Predicted Value	.152	1.646	.307	.149	193
Adjusted Predicted Value	22.2509	29.5393	27.4848	1.45459	193
Residual	-5.32771	4.15529	.00000	1.76345	193
Std. Residual	-2.974	2.319	.000	.984	193
Stud. Residual	-3.000	2.479	-.004	1.009	193
Deleted Residual	-7.49715	4.74909	-.02887	1.91008	193
Stud. Deleted Residual	-3.067	2.515	-.006	1.015	193
Mahal Distance	.395	161.108	5.969	12.517	193
Cook's Distance	.000	2.112	.017	.152	193
Centered Leverage Value	.002	.839	.031	.065	193

Tab. 17: Residuals Statistics^a

a. Dependent Variable: TSP

Histogram

The standardised residual value (SRV) can be (3 < SRV < -3) range. This presents information about cases that have SRV is above 2.319 and below -2.974. In the histogram, the bell-shaped peaked graph is obtained in a range of 3.3 and -3.3.

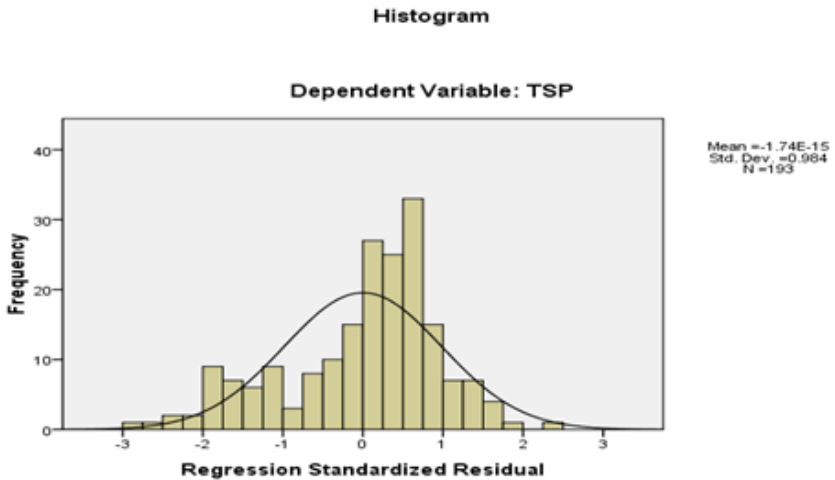


Fig 10: Regression Standardised Residual graph ($3.3 < SRV < -3.3$) range

Normal P-P Plot

In the normal P-P plot, the points lie in a reasonably straight diagonal line from the bottom left to the top right. This would suggest no major deviations from normality.

Normal P-P Plot of Regression Standardized Residual

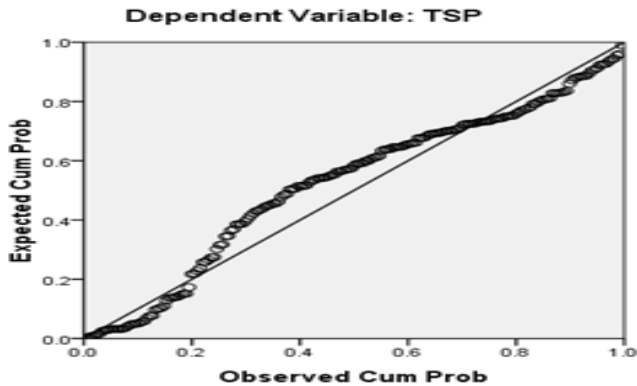


Fig 11: Regression Standardised Residual Normal P-P Plot ($3.3 < SRV < -3.3$) range

Scatter Plot

In Fig 11, the plot is clearly in the rectangular form between the ranges of 3 and -3.

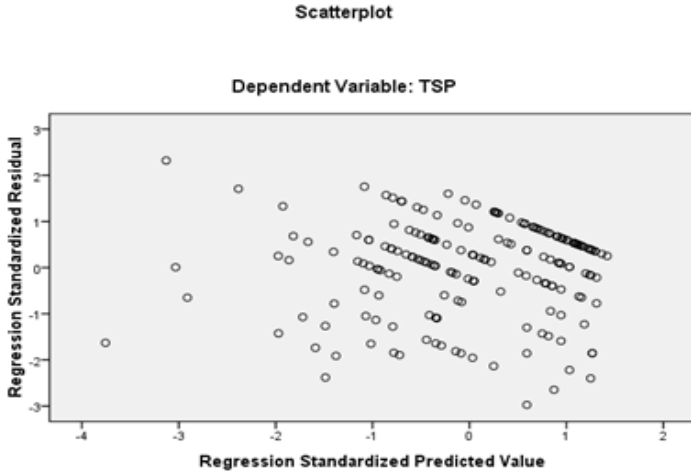


Fig 12: Regression Standardised predicted value (3.3 < SRV < -3.3) range

Evaluation of Independent variables

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	416.802	6	69.467	21.640	.000 ^a
	Residual	597.073	186	3.210		
	Total	1013.876	192			

Tab. 18: Description of IVs in ANOVA^b Table

- Predictors: (Constant), TC, TA, TE, TD, TR, TW
- DV: TSP

The value of R square demonstrates the overall variance in DV. Within the model summary box, r square is 0.411, the 41 % variance of DV.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Significance	95% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	Const.	10.769	1.608		6.698	.000	7.597	13.941					
	TR	.021	.068	.025	.313	.754	-.114	.156	.404	.023	.018	.518	1.932
	TW	.085	.074	.094	1.147	.253	-.061	.230	.453	.084	.065	.471	2.125
	TE	.243	.083	.230	2.917	.004	.079	.408	.510	.209	.164	.511	1.955
	TA	-.081	.037	-.141	-2.160	.032	-.155	-.007	.071	-.156	-.122	.738	1.354
	TD	.312	.084	.295	3.732	.000	.147	.477	.570	.264	.210	.508	1.968
	TC	.164	.072	.178	2.269	.024	.021	.307	.470	.164	.128	.515	1.943

Tab. 19: Coefficients^a

- a. DV: TSP
- b. IVs: R, W, E, A, D, C.

The ANOVA table tests the null hypothesis. The model of the research shows high statistical significance (Sig = .000, $p < 0.05$) proves a significant unique contribution to the prediction of the dependent variable.

Coefficients diagnostic

The beta value ($0.295 > 0.05$) of determination (D) explained the contribution dependent variable in the calculation (Pallant, 2015) as one unit increases in, which will cause 0.295 increases in SP.

Part Correlation Coefficients (PCC)

The result shows that the TD scale has a 'Part correlation coefficients' PCC of 0.210, the square of which is 0.42, indicating that TD has a unique contribution of 42% of the variance in DV (SP) scores. For the TE the value is 0.164, which squared gives us 0.328 of 32% to the explanation of variance in SP.

Hypothesis analysis

The results analysis and regression weights DV through the path of IVs, to accept or reject the hypothesis of the research objectives are found one by one as under. The 'Tolerance' ($T < 0.10$) and 'Variance' inflation factor is ($VIF \leq 10$) for the non-violation of multicollinearity.

- **H1.** Empathetic teacher positively associates with students' success as (Beta value is also contributing as $0.023 < 0.05$, that is 2.3%, $t=2.917$, Sig. =0.004, $p < 0.05$, $T = .511$, $T > 0.10$, $VIF=1.955$, $VIF \leq 10$), **Accepted**
- **H2.** Resourcefulness teacher is absolutely associated with students' learning process as (Beta value is contributing to some extent as $0.025 < 0.05$, that is 2.5%, $t=0.313$, Sig.=0.754, $p > 0.05$, $T = .518$, $T > 0.10$, $VIF=1.932$, $VIF \leq 10$), **Accepted**
- **H3.** Wittiness is a teacher persona's trait that is optimistically coupled with students' success as (Beta value is contributing as $0.094 < 0.05$ that is 9.4%, $t=1.147$, Sig. =0.253, $p > 0.05$, $T = .471$, $T > 0.10$, $VIF=2.125$, $VIF \leq 10$), **Accepted**
- **H4.** Teacher's acknowledgement is allied with students' development as (Beta value is also contributing as $0.141 > 0.05$ that is 14%, $t=2.160$, Sig. = 0.032, $p < 0.05$, $T = .738$, $T > 0.10$, $VIF=1.354$, $VIF \leq 10$), **Accepted**
- **H5.** Determined teacher will be optimistically associated with students' determination towards the achievement of their tasks as (Beta value is also contributing as $0.295 > 0.05$ that is 29%, $t=3.732$, Sig. = 0.000, $p < 0.05$, $T = .508$, $T > 0.10$, $VIF=1.968$, $VIF \leq 10$), **Accepted**
- **H6.** Teacher' creativity contributes positively in students' vibrancy as (Beta value is also contributing as $0.178 > 0.05$ that is 17 %, $t=2.269$, Sig. = 0.024, $p < 0.05$, $T = .515$, $T > 0.10$, $VIF=1.943$, $VIF \leq 10$), **Accepted**

6 Findings

Data analysis supported the hypothesis that empathetic teacher have positive acquaintances with students' success. To enable this, it is essential to get the best possible knowledge of students, both academically and individually. This attitude encourages students to participate in the life activities, with moral values.

The second hypothesis, about a resourceful teacher, possesses the ability to hold their nerves in a difficult situation. The students imitate their elders, especially in the selected age group and discover the way to value their passion as a lifetime experience (Meador, 2018). Teachers are like mediators who calm down the overflow of immense knowledge that is necessary for their academic and personal achievements.

Witty teacher influences the students' personality positively. They learn to treat carefully, listen courteously, and respect to fellow beings for a harmonized

and dignified atmosphere inside the class and, ultimately, in the society. As a friendly teacher can carry comfortability and sincerity (González & Arias, 2017, p.1672).

Acknowledging and appreciative teachers treat the students according to their abilities like a treasure and maintain their personal information for **positive feedback, bestowed confident personalities.**

Determined persona persuades them to achieve their goals. They acquire the ability to accept their shortcomings, follow the teacher's punctuality, reject the diversion, and continue the tasks. They are regarded in every field of life as reliable and loyal.

The creative teacher connects them with artisanship and possession of their wisdom. They take interest in their studies by noticing the angles in block structures, count the toys and note their colors, and recognize their name letters on billboards.

Hypothesis supports the research objective that teachers' persona provides the base for student's personal, emotional, academic, and ultimately social development. Students' personify their personalities in terms of their behaviors, people and pupils' interaction, dynamic approach, acceptability, and passion for their professional duties.

7 Recommendations

Additionally, the teacher must be aware that their persona carries contented and sincere relationships with students that do not involve jokes, but a tale can be associated with the situation. Erikson viewed that at primary level children seek control over their world as tying new shoes, building new dimensions with blocks, and feel kindness for sapling (1959). Experiences sharpen up teacher's critical thinking skills to rekindle personal and professional persona. Tie together primary students' natural strengths to develop their character, imagination, identity, and physical engagement to become active contributors towards a better society.

8 Conclusion

The study aimed at the fact that teachers must be trained according to their natural instinct to have a bona fide teaching persona that can serve to animate a spark in students for the wisdom of life through the curriculum. This a continuous series of needs, values, experiences, feelings, and capacities built along with the individual personal and professional experience. They must educate ethics and common morality. Schools must recognize their responsibility to build up the positive social, emotional, and moral character of young as they adopt the new culture of school due to the transitional phase of self-identification.

References

- Barch, J. C. (2015). On measuring student-teacher relationships: Sorting out predictors, outcomes, and schematic structure of students' internal relationship representations. Retrieved October 2019, from <https://ir.uiowa.edu/etd/1950>
- Davis, J. S. (2011). Five secondary teachers: Creating and presenting a teaching persona. *Current Issues in Education*, 14(1).
- Evans, J. (2014). Erik Erikson's 8 Stages Development and Individual Differences. Retrieved March 20, 2019, from <https://prezi.com/5xid7ovmrkha/erik-eriksons-8-stages/>
- Fenstermacher, G. D., & Richardson, V. (2000). On Making Determinations of Quality in Teaching. Board of International Comparative Studies. *National Academy of Science*. –Washington DC.
- Howard, S. (2006). The essentials of Waldorf early childhood education. *Gateways*, 51, 6-12.
- Lounsbury, J. H. (2017). Reflections on teaching and learning: Educators have a responsibility to guide the moral development of youth. *AMLE Magazine*, 5(3), 16-19.
- Meador, D. (2018). Do You Have the Traits to Be a Successful Teacher or Student? *Thoughtco*. Retrieved on March 22, 2020 from <https://www.thoughtco.com/personality-traits-that-help-teachers-students-3194422>
- Mehta, S. (2012). Personality of Teachers. *International Journal of Business and Management Tomorrow*, 2(2), 1-8.
- Parke, R. D., & Gauvain, M. (2009). Gender roles and gender differences. *Child psychology: A contemporary viewpoint (7th ed., pp. 475-503)*. Boston, MA: McGraw Hill.
- Luz, F. S. D. R. D. (2015). *The relationship between teachers and students in the classroom: Communicative language teaching approach and cooperative learning strategy to improve learning* (Master's thesis) Bridgewater State University.
- Shadiow, L., Dr. (2019). Who Am I When I Teach? Understanding Teaching Persona. Reading presented at Discover the Powerful Influence of Your Teaching Persona in University of Northern Arizona. Retrieved on 10 March 2020 from <https://www.magnapubs.com/presenters/1037/>
- Peña-López, I. (2009). Creating effective teaching and learning environments: First results from TALIS. *Teaching Practices, Teachers' Beliefs and Attitudes* (ch#4). Retrieved on 1st January 2020. <https://www.oecd.org/berlin/43541655.pdf>

Anonymous. (2014). 10 things every new primary school teacher needs to know. *The Guardian*. Retrieved from <https://www.theguardian.com/teacher-network/teacher-blog/2014/sep/09/primary-school-newly-qualified-teacher-10-things-need-to-know>

APPENDICES

A. List of Selected Schools in District

Sr #	School Name
1	Government Girls Elementary School 87/9-L, Sahiwal
2	Government Girls Elementary School 59/12-L, Chichawatni
3	Government Girls Elementary School 105/7-R, Chichawatni
4	Army Public School, Sahiwal
5	Government Girls Primary School 109/9-L, New Abadi, Sahiwal
6	Government Girls High School 86/6-R, Sahiwal
7	Government Girls Primary School 66/4-R, Sahiwal

B. Variables Oriented Questionnaire

a. Personal information:

(1) What is your age?

i. 07 – 09

ii. 10 – 12

iii. Above 12

(2) What is the highest grade or level, you have completed?

i. 3rd grade

ii. 5th grade

b. Independent Variables

Sr#	Teacher Persona Traits	SD	D	N	A	SA
Empathy:						
E1	Do you practice, teacher empathy beget trust in student?					
E2	Do the empathetic attitude encourages students?					
E3	Is empathetic attitude, trivial to teacher's persona?					
E4	Does empathetic behavior bring morality in a student?					
E5	Does teacher empathy help students to be succeeded academically?					
Resourcefulness:						
R1	Does your teacher promote independence in case of resources?					
R2	Does your teacher encourage the use of technology?					
R3	Does your teacher reflect on your problem- handling situations?					

R4	Does your teacher reflect on collaboration techniques in difficult situations?					
R5	Does your teacher teach conviction to students through activities?					
Wittiness:						
W1	Does your teacher go to the extra mile in order to engage you?					
W2	Can your teacher be serious when she needs to be?					
W3	Does your teacher's wittiness flip the classroom's learning environment?					
W4	Does your teachers' wit encourage you to speak/share?					
W5	Does your teacher's wit bring persistence in difficult situations?					
Acknowledgement:						
A1	Does your teacher's acknowledgement give you confidence?					
A2	Does your teacher give you positive feedback?					
A3	The teacher gives you respect!					
A4	Does your teacher acknowledge your questioning?					
A5	The teacher's acknowledgment encourages you!					
Determination:						
D1	Determined teacher brings motivation in you					
D2	The determined persona of your teacher encourages you to achieve your goals. Do you agree?					
D3	It reflects in students to face difficult situations!					
D4	Positive words affect student perception.					
D5	A determined teacher creates a safe and supportive environment for students!					
Creativity:						
C1	Is your teacher is open minded due to her creative persona?					
C2	Does creative teacher bring a passion for learning in you, agree?					
C3	The teacher's creativity made your life colorful.					
C4	Can you express yourself vibrantly in her class?					
C5	Is she ready to value your efforts and appreciate it?					
c. Dependent Variable						
Sr #	Student Performance (SP)	SD	D	N	A	SA
SP1	Teachers determination towards her profession have an effect on students					
SP2	Teacher wittiness is an important factor for the success of students					
SP3	A teacher should use creative ideas in the class					
SP4	A teacher should acknowledge the students for their good work					
SP5	An empathic attitude of teachers leaves a positive effect on students					
SP6	A teacher also has to use newer technologies for their students					

Contact

Zeenat Abdul-Haq Daha
Department of English
The University of Sahiwal
Pakistan
e-mail: zeenat.daha@gmail.com

Muhammad Imran
School of Foreign Languages
Shanghai Jiao Tong University
China
e-mail: imranjoyia76@gmail.com
Corresponding author