

The Influence of Teachers Personality On Learning Physics In Secondary Schools In**Bunyangabu Sub County Bunyangabu District.****Alinaitwe Vicent¹, Kyomuhendo Charlotte²****1,2 Metropolitan International University.****ABSTRACT**

This study explored the intricate relationship between teachers' personality and the learning outcomes in physics among secondary school students in Bunyangabu Sub County, Bunyangabu District. Utilizing various personality theories, including trait-based and behaviorally-based perspectives, the research investigates the influence of teachers' personality on physics learning outcomes. The sample of 280 respondents from Bunyangabu secondary school revealed a distribution of teacher personality levels—42.86% high, 35.71% moderate, and 21.43% low. Correlation analysis demonstrated a strong positive relationship between teachers' personality and learning physics ($r = 0.332^{**}$, $p = 0.000$), supported by the subsequent regression analysis, indicating that 47.2% of the variations in learning physics can be explained by teachers' personality. The findings underscored the significant interplay between teacher personality, student engagement, and learning outcomes, emphasizing the importance of tailored interventions to enhance physics education in the studied context. Recommendations included the implementation of professional development programs, adoption of innovative teaching strategies, and the development of integrated teacher training programs to optimize the impact of teachers' personality on physics learning outcomes.

Key words: Personality, Teachers, Learning and Physics.**Background of the study**

According to (Anthony, Kazaara, Kazaara, et al., 2023), teacher personality is defined as distinctive sets of behaviors, cognitive functions, and emotional patterns that develop from biological and environmental factors (Winny et al., 2023). Although there is no generally agreed upon definition of personality, most theories focus on motivation and psychological interactions with the environment (Winny et al., 2023). Trait-based theories of personality, such as those defined by (Micheal et al., 2023), define personality as characteristics that predict a person's behavior (Eastburn & Sharland, 2017). On the other hand, more behavioral approaches define personality through learning and habits. However, most theories consider personality to be relatively stable (Anthony, Kazaara, & Kazaara, 2023). The study of personality psychology, called personality psychology, attempts to explain the tendencies that underlie differences in behavior (Damasus et al., 2023). Many approaches have been taken to the study

of personality, including biological, cognitive, learning, and trait-based theories, as well as psychodynamic and humanistic approaches (Mark et al., 2023). Personality psychology is divided among early theorists, with Sigmund Freud, Alfred Adler, Gordon Allport, Hans Eysenck, Abraham Maslow, and Carl Rogers presenting several influential theories. It is reasonable for teachers to expect students to demonstrate a certain level of English at the end of the course, but this is only one of the learning objectives (Emmanuel et al., 2023). Rather, the interactive or interpersonal qualities of the teacher and the environment (Micheal et al., 2023) that inspire student engagement create real meaning throughout the teacher's personal learning exercise (Emmanuel et al., 2023), the leader is characterized by a strong desire for responsibility and the fulfillment of tasks, vigor and persistence in achieving goals, courage and originality in solving problems, desire for initiative in social situations, self-confidence and a sense of personal

Received: 16.01.2024**Accepted: 22.01.2024****Published on: 31.01.2024**

identity, willingness to accept the consequences of decisions and actions, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, the ability to influence the behavior of other persons, and the ability to structure systems of social interaction for a given purpose (Scovia & Jill Margaret, 2023). Lew (2009) concluded that the above summary shows the influence of personality qualities or traits on leadership

(Emmanuel et al., 2023). Coats 2009 agreed that this trait approach also calls into question the validity of training individuals to assume leadership positions (Effect et al., 2023). He said that if leadership training is to have any value, only individuals with innate leadership traits should have such training opportunities (Of et al., 2023).

Problem statement

Physics is a critical subject that requires effective teaching to enable students to develop a solid foundation in science and technology (Godfrey et al., 2023). However, in Bunyangabu Sub County, Bunyangabu District, there is a gap in understanding how teachers' personalities influence secondary school physics learning (Godfrey et al., 2023). This knowledge gap limits the ability to improve the quality of teaching and learning in physics (Andrew et al., 2023), which can negatively impact student performance in national examinations and future career prospects (Victoria et al., 2023). Therefore, there is a need to investigate how teachers' personalities influence the teaching of physics in secondary schools in Bunyangabu Sub County, Bunyangabu District to inform improvements in the education system (Brighton et al., 2023).

Specific Objectives

1. To find out the level of teacher's personality in secondary schools in Bunyangabu sub county.
2. To find out the level of learning Physics in secondary schools in Bunyangabu sub county
3. To find out the extent to which teachers' personality influence learning physics in secondary schools in Bunyangabu sub county.

Research questions

1. What was the level of teachers' personality in secondary schools in Bunyangabu Sub County?
2. What was the level of learning Physics in secondary schools in Bunyangabu Sub County?
3. To what extent does teachers' personality affect learning Physics in secondary schools in Bunyangabu Sub County?

Methodology

The study used descriptive research design because of the nature of the variables that was at hand, to produce data, required for qualitative and quantitative analysis to allow simultaneous description of views, perceptions and beliefs at any single point in time (white, B, 2000). The target population of the researcher included; the students starting between the age of 15-20 years and those was in senior three and four and was used as my primary respondents, Teachers who have taught for 5 years and above and the Head teacher of the same school and was regarded as the key informants of the researcher and the target population was 280 respondents out of the total of 300.

A sample were used to Bunyangabu District where there were many secondary schools but only one secondary school was chosen for the research study named as Bunyangabu secondary school in Bunyangabu Sub County. The study sample comprised of 280 respondents out of 300 of the total population, this was derived using the Slovincs

formula. Therefore, in response to the Slovincs formula 135 were students, 35 teachers, and 01 as head teacher of the school and was considered as the parent population of the researcher. Both the use of secondary and primary data methods was used by the researcher to collect qualitative and quantitative data information. Thus, different three methods were used to collect data, included, questionnaire, interview, and observation. Data was collected using interview guides and questionnaires. The researcher analyzed and interpreted quantitative data by using statistical package for social science (SPSS) program to compute the percentages, frequency and tabulation of responses and both use of quantitative and qualitative types of data (Nelson et al., 2022). Data was edited to identify and eliminate errors made by respondents. Coding was then done to translate question responses into specific categories. Descriptive statistics such as frequency distribution and percentages were used to analyze the data Regression analysis was also performed for further analysis (Nelson et al., 2022). Qualitative data was analyzed using content analysis in which all the responses was categorized according to their thematic areas and analyzed according to their contents. Presentation was done on tables and figures. Statistical Package for Social Sciences (SPSS) software was used to aid in the analysis of data.

Results.

level of teacher's personality in secondary schools in Bunyangabu sub county.

Personality Levels	Frequency	Percentage.
High	120	42.86
Moderate	100	35.71
Low	60	21..43
Total	280	100

The investigation into the level of teacher's personality in secondary schools in Bunyangabu Sub County, Bunyangabu District, based on a sample of 280 respondents, reveals a diverse distribution across high (42.86%), moderate (35.71%), and low (21.43%) personality levels. Teachers with high personality levels are expected to foster a positive and engaging learning environment, potentially enhancing student interest in physics. Meanwhile, those with moderate levels may still contribute positively, and teachers with low personality levels may face challenges in creating an inspiring atmosphere, requiring additional support or professional development.

level of learning Physics in secondary schools in Bunyangabu sub county

Physics Learning levels	Frequency	Percentage.
High	80	28.57
Moderate	110	39.29
Low	90	32.14
Total	280	100

Based on a sample of 280 respondents, the analysis of physics learning levels among secondary school students in Bunyangabu Sub County reveals a diverse distribution. A significant proportion of students have a moderate understanding (39.29%), a significant proportion have a low understanding (28.57%), and a slightly lower proportion have a high level of understanding (32.14%). These findings indicate a diverse landscape in physics learning

outcomes, indicating potential areas for improvement in teaching strategies, resources, or student engagement.

Relationship between teachers' personality and learning Physics in secondary schools in Bunyangabu Sub County

Table 1: Correlation between teachers' personality and learning Physics.

		Teachers' Personality	Learning Physics
Teachers' Personality	Pearson Correlation	1	.332**
	Sig. (2-tailed)		.000
	N	280	280
Learning Physics	Pearson Correlation	.332**	1
	Sig. (2-tailed)	.000	
	N	280	280

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

The correlation analysis showed strong positive significant relationship between teachers' personality and learning Physics by the students ($r = 0.332^{**}$, $p = 0.000$). The significance value ($p = 0.000$) was less than the critical p value of 0.05 hence the researcher fails to reject null hypothesis then, thus research results show significant positive relationship between teachers' personality and learning Physics by the students in secondary schools in Bunyangabu sub county.

Regression Analysis on Mulching and Coffee Production.

Since correlation analysis reveals strong positive significant relationship between teachers' personality and learning Physics by the students, the research found it worth to conduct regression analysis so as to determine the magnitude of effect teachers' personality on learning Physics by the students. The Model summary and Analysis of Variance (ANOVA) results are presented in below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.202 ^a	.472	.470	1.6833

Findings from the table above indicated the regression analysis of teachers' personality and learning Physics. The regression coefficient ($R = 0.202$) implied that a unit increase in the teachers' personality resulted into 0.202 units increase in the learning physics in secondary schools in Bunyangabu Sub County. Furthermore, 47.2% of the variations in learning Physics at Bunyangabu Sub County were explained by the Teachers' personality. The adjusted R Square is less than the R square because it puts into consideration the degrees of freedom (Anthony, Kazaara, Kazaara, et al., 2023).

Discussion.

The investigation into the level of teacher's personality in secondary schools in Bunyangabu Sub County, based on a sample of 280 respondents, presents a nuanced distribution across high (42.86%), moderate (35.71%), and low (21.43%) personality levels. Teachers with high personality levels are anticipated to foster a positive and engaging learning environment, potentially enhancing student interest in physics. In contrast, those with moderate levels may still contribute positively, while teachers with low personality levels might face challenges in creating an inspiring

Received: 16.01.2024

Accepted: 22.01.2024

Published on: 31.01.2024

atmosphere, necessitating additional support or professional development. Drawing on psychological theories such as Bandura's Social Cognitive Theory, which emphasizes the impact of role models and interpersonal interactions on learning outcomes, the observed distribution underscores the potential influence of teachers' personality on students' engagement and interest in physics.

The examination of physics learning levels among secondary school students in Bunyangabu Sub County, based on a sample of 280 respondents, reveals a diverse distribution. A notable proportion of students possess a moderate understanding (39.29%), while a significant portion demonstrates a low understanding (28.57%), and a slightly lower percentage exhibits a high level of understanding (32.14%) (Mark et al., 2023). These findings suggest a varied landscape in physics learning outcomes, indicating potential areas for improvement in teaching strategies, resources, or student engagement. The application of educational theories such as Bloom's Taxonomy, which categorizes cognitive domains, aligns with the observed distribution, emphasizing the need for a multifaceted approach to address the diverse learning needs of students in physics (Musaibah et al., 2023).

The correlation analysis demonstrates a strong positive significant relationship between teachers' personality and learning physics among students in secondary schools in Bunyangabu Sub County ($r = 0.332^{**}$, $p = 0.000$). This correlation implies that teachers with certain personality traits are associated with higher levels of student engagement and understanding in physics (Innocent et al., 2023). The relationship is supported by social psychology theories like the Teacher Expectancy Effect, suggesting that teacher expectations and behaviors can impact student performance. The subsequent regression analysis further explores this relationship, indicating that 47.2% of the variations in learning physics can be explained by teachers' personality. The regression coefficient ($R = 0.202$) implies that a unit increase in teachers' personality corresponds to a 0.202 unit increase in learning physics, reinforcing the significance of the teacher's role in influencing student outcomes. Overall, these findings underscore the intricate interplay between teachers' personality, student engagement, and learning outcomes in the context of physics education in Bunyangabu Sub County objectives, shedding light on the interdependence of teacher personality and student learning outcomes (Francis et al., 2023). The application of psychological and educational theories, such as Bandura's Social Cognitive Theory and Bloom's Taxonomy, enriches the interpretation, providing a theoretical foundation for understanding the observed dynamics. Overall, these results contribute to the discourse on effective teaching strategies and underscore the importance of tailored interventions to enhance physics education in Bunyangabu Sub County secondary schools.

Conclusion.

The comprehensive investigation into the level of teacher's personality and its influence on learning physics in secondary schools in Bunyangabu Sub County has yielded insightful findings. The diverse distribution of teacher personality levels, encompassing high, moderate, and low categories, highlights the varied landscape within the educational environment. The distribution of physics learning levels among students further underscores the complexity of learning outcomes, with notable proportions exhibiting moderate, low, and high understanding. The correlation and regression analyses unveil a robust positive relationship between teachers' personality and students' learning physics, emphasizing the pivotal role of educators in shaping educational experiences. These findings align with the research

Recommendations.

Based on the findings, the researcher recommended the following

The government should implement regular professional development programs aimed at enhancing teachers' interpersonal skills, communication, and overall personality traits. These programs can include workshops, seminars, and training sessions to equip teachers with the necessary tools to create a positive and engaging learning environment.

Secondary school directors should encourage teachers to adopt innovative teaching strategies that cater to diverse learning styles and foster a deeper understanding of physics concepts. Incorporate practical experiments, real-life applications, and technology-driven approaches to make physics more engaging and relevant to students.

Secondary school Physics head of department should develop integrated teacher training programs that focus on the correlation between teacher personality and student learning outcomes. These programs should emphasize the importance of cultivating positive teacher-student relationships and effective communication strategies.

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