

Research Article

Investigating the Association of EFL Teachers' Big Five Personality Traits to their Learners' English Achievement

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ABSTRACT

The present study investigated the extent to which English language teachers' personality dimensions (i.e., extraversion, conscientiousness, openness to experience, agreeableness, and neuroticism) are associated with their EFL learners' academic English achievement. Indeed, it sought to firstly delineate the patterns of correlation between these personality traits and the learners' English achievement and secondly to evaluate these traits predictive efficacy and their hierarchy of relative influence on the learners' English attainment. Employing a correlational research design and a purposive sampling, twenty English teachers completed the Big Five Inventory (BFI) and their responses were analyzed considering the English achievement scores of their twelfth-grade students (340 EFL learners). The findings revealed robust positive correlations between teacher conscientiousness ($r = .73$) and extraversion ($r = .65$) and learners' English achievement, whereas neuroticism exhibited a strong negative association ($r = -.65$). Regression analyses further indicated that overall teacher personality serves as a significant predictor of EFL learners' attainment, with extraversion emerging as the only statistically significant individual predictor. These results underscored the critical role of personality-informed approaches in teacher education and professional development programs, highlighting their potential to enhance EFL learners' English performance.



Introduction

Academic English achievement refers to the level of skill an individual demonstrates in using the English language, particularly within an educational context (Erfani & Mardan, 2017). It is commonly measured through indicators like Grade Point Averages (GPA) or scores from standardized tests such as IELTS (Erfani & Mardan, 2017; Gajda et al., 2017). These measures allow educators and researchers to quantify progress and identify areas requiring additional support; however, students' academic English achievement is influenced by a complex interplay of environmental, learner and teacher-related factors (Ngamsom & Huttayavilaiphan, 2025). While these two categories have considerable influence on language learning outcomes, the present study focused on teacher-related factors, as teachers are central agents in shaping learners' educational experiences (Dost et al., 2017; Hattie, 2008). Their role extends far beyond delivering linguistic content; they shape learning through a combination of professional qualifications, pedagogical content knowledge, instructional strategies, classroom management skills, and engagement in continuous professional development (Guskey, 2002).

The effectiveness of teaching cannot be reduced to methodology alone. The social and emotional dimensions of teacher practice also play a pivotal role in shaping student achievement (Hattie, 2008). Within this broader set of teacher-related factors, personality has emerged as a particularly critical yet underexplored determinant of effectiveness. Personality traits shape how teachers approach instruction, interact with students, and manage classroom dynamics, thereby exerting a direct impact on learner engagement and achievement (Barrick &

Mount, 1991; Ngamsom & Huttayavilaiphan, 2025). For example, extroverted teachers might cultivate more dynamic, participatory classroom environments (Kim et al., 2019).

To investigate teachers' behaviors and their implications in the educational settings, *The Big Five Personality Theory* (John et al., 2008), which categorizes personality traits into five dimensions of extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience, has been widely employed for empirical studies. According to John et al. (2008), extraversion implies an energetic approach and includes traits such as sociability and assertiveness; openness to experience denotes the extent to which individuals exhibit receptiveness to diverse concepts and behaviors, encompassing a profound intellectual curiosity; agreeableness is defined as a prosocial orientation towards others and includes traits such as trust and modesty; conscientiousness is an impulse control that is socially prescribed and includes planning and organizing and neuroticism contrasts emotional stability with negative emotionality such as feeling sad and anxious.

Collectively, empirical evidence highlighted that teachers' personality aspects can potentially influence the educational contexts and their outcomes (Chen et al., 2022; Kim et al., 2019). However, the relationship between the teachers' personality traits and the learners' measurable academic performance has remained insufficiently studied. Garcia (2010) found that teacher personality styles significantly predicted students' standardized test outcomes, suggesting a direct link between teacher traits and academic achievement. In contrast, Kim et al. (2018) reported that while certain traits (e.g., conscientiousness, agreeableness, and

neuroticism) predicted aspects of teacher support and students' self-efficacy, they did not significantly affect students' objective academic performance. These inconsistencies raise critical questions regarding whether teacher personality aspects exert direct effects on learners' academic English achievement or primarily operate through indirect mechanisms such as motivation, classroom climate, and student engagement. Moreover, many previous investigations have focused on specific traits (such as neuroticism or openness) while neglecting the broader constellation of the *Big Five Traits* and the potential interactions among them. This fragmented approach has produced an incomplete and sometimes contradictory picture of how teacher personality operates in the classroom. For instance, while some studies highlighted conscientiousness and extraversion as reliable predictors of EFL learners' engagement and achievement (e.g., Liaqat et al., 2023), others reported negligible or inconsistent effects, particularly when examining objective measures of academic performance (e.g., Kim et al., 2018).

This inquiry studied the possible relationships of Big Five Personality traits of EFL teachers and their Iranian EFL learners' English achievement at secondary schools and attempted to identify which of these traits are most strongly associated with EFL learners' success in order to establish a hierarchical ranking. Moreover, the study examined which of the personality traits could serve as stronger predictors of EFL learners' achievement. By situating the investigation within the Iranian public schools, this research offered contextually grounded insights that may reveal unique patterns of association between teacher personality traits and learners' academic English achievement. Considering

the research objectives, the following research questions are formed:

- What is the relationship between English teachers' Big Five personality traits and EFL learners' academic English achievement in Iranian secondary schools?
- Which of the Big Five personality traits of EFL teachers are stronger predictors of learners' English achievement?
- How can the Big Five personality traits of English teachers be hierarchically ranked according to their strength of association with EFL learners' English achievement?

Literature Review

English achievement of EFL learners can be understood as the outcome of efforts to enhance their language skills through varied teaching methods and engaging activities that are tailored to learners' individual needs and abilities (Saunders et al., 2013). According to Hattie's (2008), the teachers' personality consistently emerged as one of the most powerful factors shaping learning outcomes alongside with the home environment, the curriculum and teaching approaches. Teacher impact is visible across several dimensions, including the quality of teacher education programs, pedagogical content knowledge, teacher-student relationships, opportunities for professional development, and overall teaching quality. Hattie's study documented that what teachers do and how they behave had a greater effect on student achievement than structural variables such as class size or school type.

Personality traits of EFL teachers

Teaching quality, defined as the complex of abilities necessary to teach successfully encompasses both occupational and personal specifications (Kola & Olanipekun, 2015).

Occupational characteristics include formal qualifications, certifications, and pedagogical knowledge and personal characteristics encompass personality traits and interpersonal skills. The development of effective teacher-student relationships and its potential advantages depend largely on teacher personality (Mammadov & Avci, 2024); this highlights the interpersonal and communicative aspects of teaching quality, linking closely with teacher personality.

The Big Five framework, also referred to as the Five Factor Model (FFM), has become one of the unanimously accepted models of personality investigations in psychology (Davidson, 2015). The framework is built on the assumption that individual differences in personality can be effectively described along five broad and stable traits: Openness, conscientiousness, extraversion, agreeableness, and neuroticism. Despite some skepticism and controversies in its early years the model has gained recognition for its empirical reliability and theoretical utility in personality psychology (Najm, 2019).

The first of the five traits, openness to experience is a preference for novelty and variety. Open individuals in experience are creative and intellectually curious. Conscientiousness refers to an individual's degree of organization, dependability, and self-discipline. Highly conscientious individuals are generally goal-oriented and reliable. Extraversion reflects sociability, assertiveness, and the tendency to seek stimulation in the others' company (Anderson, 2013). In contrast, introverts tend to be more reserved and less dependent on social interaction. Agreeableness is defined by attributes such as kindness, cooperativeness, and trustworthiness, whereas low agreeableness is associated with antagonism or

competitiveness (Cotterill, 2023). Finally, neuroticism refers to emotional instability and the tendency to experience negative emotions such as anxiety, anger, or depression (Hartmann, 2006). Collectively, these five traits provide a comprehensive taxonomy of personality that explains human behaviors (Pincus, 2010).

EFL teachers' personality and EFL learners' achievement

Research on the Big Five personality traits of English teachers and their impact on EFL learners' achievement in English language skills has emerged critical because of its implications for teaching effectiveness and learner outcomes. Measurement of personality traits has commonly relied on well-established instruments such as the NEO Five-Factor Inventory and the Big Five Inventory which provide reliable and standardized assessments across diverse populations (e.g., Khodadady & Mirjalili, 2013). A key limitation of this line of research is its heavy dependence on self-report measures, which are vulnerable to social desirability effects and inaccurate self-perceptions (Burić et al., 2023; Kim & MacCann, 2018).

The effects of teacher personality on learner achievement constitute another important area of inquiry. However, the relationship between teacher personality and measurable learner achievement often remains weak or inconsistent. While certain traits may be associated with motivation and engagement, these associations do not always translate into improved academic performance (Garcia, 2010; Hemati Alamdarloo et al., 2018; Kim et al., 2019). Some studies acknowledged that factors such as teaching experience, gender, and cultural

context shape the relationship between teacher personality and student outcomes. For instance, differences have been observed between novice and experienced teachers in both personality profiles and their instructional impact (Bijender et al., 2023; Ezzi, 2019; Rezaei et al., 2019), however, the generalizability of the results remains limited due to the concentration of studies within specific regions (Meyer et al., 2023).

Large-scale meta-analyses and the use of mixed-methods designs have contributed to a more comprehensive understanding of the field (Chen et al., 2022; Liaqat et al., 2023). Likewise, longitudinal research and multi-level modeling have provided valuable insights into temporal dynamics and nested data structures (Burić et al., 2023; Roloff et al., 2020). Yet, methodological shortcomings remain prevalent. Moreover, there is a lack of experimental or intervention-based research examining whether deliberate modifications to teacher behaviors associated with personality traits can produce measurable effects on student outcomes (Kim et al., 2019).

While progress has been made in exploring how EFL teachers' personality traits would affect EFL learners' English achievement, a significant gap persists due to the lack of comprehensive studies addressing all five personality dimensions. Many current investigations concentrate on particular traits, overlooking broader implications and interactions. Moreover, the existing literature presents contradictory findings, with various studies reaching different conclusions about similar phenomena. These inconsistencies not only complicate the interpretation of results but also cast doubt on the reliability of current research. The combination of restricted research scope and conflicting outcomes emphasizes the necessity for further

investigation that incorporates a broader range of variables and settings, ultimately contributing to a more coherent and unified comprehension of the topic. Therefore, this study was conducted to investigate the personality traits of teachers based on the *Big Five* theory as well as their relationship with the EFL learners' English achievement in the context of secondary high schools in Iran.

Method

Design

This study utilized a quantitative descriptive correlational design to focus on the possible relationship between English teachers' personality traits and 12th-grade EFL learners' English achievement. A correlational design was chosen because the aim was not to manipulate variables but to examine the extent and direction of associations between naturally occurring factors. Teachers' personality traits were measured using the Big Five Inventory (BFI), while learners' English achievement was assessed using their 12th-grade English scores.

Participants

The study recruited two samples of participants: A group of female high school EFL teachers and a group of female high school EFL learners. The first sample consisted of 20 English teachers drawn from 20 public secondary high schools across Fars Province, Iran. These teachers were recruited through a non-random purposive sampling strategy (Etikan et al., 2016). To minimize the potential influence of background variables, a homogeneous sample was deliberately selected; all participating teachers were female, had less than five years of teaching experience, and held a BA in TEFL. Consequently, variables such as teaching experience, age, and academic background

were not negatively influential in the analyses.

The second sample comprised 340 female 12th-grade students, typically aged 17 to 18, who were taught by the participating teachers. From each teachers' classes, only one 12th-grade class was included. A convenience sampling method was used to exclude students with exceptionally high or low English scores and those who had received extra English instruction outside of school, in order to form a more academically homogeneous group. The English achievement of students was measured using their 12th-grade English test scores. Recruiting both teachers and their students enabled the study to examine potential associations between teachers' personality traits and learners' academic performance in a natural classroom context (Creswell & Creswell, 2018).

Instruments

Personality Traits Assessment: The Big Five Inventory (BFI) (John & Srivastava, 1999), a concise assessment tool comprising 44 items with 8 to 10 items allocated to each of the five personality dimensions, was used to evaluate the personality traits of teachers. Each item features brief phrases that include trait adjectives recognized as typical indicators of the Big Five, often accompanied by additional elaborative or contextual information. Participants rated each statement on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The BFI provides a comprehensive and adaptable evaluation of the five personality dimensions. Previous studies have reported high test-retest reliability ($r = .80-.90$) and significant external correlations with peer assessments, as well as strong convergence with other established measures of the Big Five (corrected $r = .83$ to $.99$) (John et al., 2008).

English achievement Assessment: Students' English achievement was assessed using their 12th-grade English test scores, which were obtained from a standardized nation-wide examination (Azmoon Nahaei). This standardized assessment is designed and administered by the Ministry of Education in Iran and evaluate five key components: listening (3.5 points), vocabulary (4 points), grammar (4 points), reading (5 points), and writing (3.5 points), for a total of 20 points. The components are administered in the aforementioned sequence. Speaking is not included in the national assessment. Learners' English scores were obtained from official high school records. This examination is standardized and scored under the supervision of the Iranian Ministry of Education. To ensure anonymity and protect students' personal information, test papers were scanned, coded, and randomly distributed to trained raters—English teachers from various regions across Iran. Each exam paper is scored independently by two raters. If the two scores differ by two points or less, the average is considered the final score. If the scores differ by more than two points, a third rater evaluates the paper, and the final score is determined based on the two most closely aligned ratings.

Data collection and analysis Procedures

The study adhered to a structured procedure to ensure ethical integrity and methodological rigor. Prior to data collection, the necessary permissions were obtained from the relevant educational authorities in Iran, and ethical clearance was granted to conduct research involving both teachers and students. Twenty 12th-grade English teachers and their assigned students were purposively selected from public secondary high schools. To reduce the influence of external factors and

ensure greater homogeneity, students with extreme English scores were excluded using a convenience sampling strategy. The scores of the remaining students were retained for analysis. Following the selection process, the Big Five Inventory (BFI) was administered to the participating teachers to assess their personality traits. This self-report questionnaire was distributed electronically, and teachers were given 24 hours to complete and submit their responses. After the completion of the BFI by EFL teachers, the English performance of their students (which was their scores on the nation-wide English test for the 12th grade) was assessed.

During the data analysis phase, the scores for each of the Big Five personality traits were calculated based on the teachers' responses to the administered Big Five Inventory (BFI). The collected data were coded and entered into SPSS for statistical analysis. First, descriptive statistics were computed to summarize the overall levels of each personality trait among the participating teachers. The average scores for Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism were calculated across all respondents. Then, Pearson correlation coefficients were estimated to explore the strength and direction of the relationships between each individual personality trait and students' English scores. Additionally, to examine the predictive power of the personality traits on

students' English performance, a standard multiple regression analysis was conducted. In this model, aggregated students' English achievement scores served as the dependent variable, while the five personality trait scores functioned as independent variables. For each predictor, beta coefficients (β), standard errors, t-values, and p-values were reported. Assumptions of normality, linearity, multicollinearity, and homoscedasticity were checked prior to regression. To further interpret the findings, a hierarchical ranking of the Big Five traits was developed based on their relative impact on students' academic performance.

Results and Discussion

Results

The primary objective of the study was to examine the relationship between EFL teachers' Big Five personality traits and EFL learners' English achievement at Iranian secondary public schools. As shown in Table 1, among the personality traits, agreeableness had the highest mean score ($M = 3.76$, $SD = 0.53$), followed by openness ($M = 3.62$, $SD = 0.69$), conscientiousness ($M = 3.43$, $SD = 0.72$), extraversion ($M = 3.28$, $SD = 0.76$), and neuroticism ($M = 2.54$, $SD = 0.84$). These descriptive statistics indicated that, on average, teachers scored highest on agreeableness and lowest on neuroticism.

Table 1

Descriptive statistics for the personality traits and English score

	N	Minimum	Maximum	Mean	Std. Deviation
Extraversion	20	2.00	4.60	3.28	.76
Agreeableness	20	2.78	4.67	3.76	.53
Conscientiousness	20	2.30	4.70	3.43	.72
Neuroticism	20	1.20	4.00	2.54	.84
Openness	20	2.50	4.70	3.62	.69

	N	Minimum	Maximum	Mean	Std. Deviation
English score	20	5.33	12.54	8.26	1.83
Valid N (listwise)	20				

Table 2

Tests of normality for extraversion, agreeableness, conscientiousness, neuroticism, openness and English score

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Extraversion	.11	20	.20	.96	20	.49
Agreeableness	.14	20	.20	.97	20	.75
Conscientiousness	.12	20	.20	.95	20	.34
Neuroticism	.14	20	.20	.94	20	.25
Openness	.14	20	.20	.95	20	.31
English score	.09	20	.20	.97	20	.80

As shown in Table 2, a Shapiro-Wilk test was conducted to assess the normality of the variables. The results indicated that the distributions of extroversion ($W = 0.96$, $p = .49$), agreeableness ($W = 0.97$, $p = .75$), conscientiousness ($W = 0.95$, $p = .34$), neuroticism ($W = 0.94$, $p = .25$), openness to experience ($W = 0.95$, $p = .31$), and students' English achievement scores ($W = 0.97$, $p = .80$) did not significantly deviate from a

normal distribution. Therefore, the assumption of normality was met for all variables, suggesting that parametric analyses, such as Pearson correlation, can be appropriately applied. To address the first research question, a Pearson correlation analysis was conducted to examine the relationship between English teachers' Big Five personality traits and EFL learners' English achievement.

Table 3

Pearson's correlation coefficients between the big five personality traits and learners' English achievement

		Extra	Agree	Consc	Neuro	Openness	English scores
Extraversion	Pearson Correlation	1	.16	.45	-.48	.20	.65
	Sig. (2-tailed)		.50	.05	.03	.40	.00
	N	20	20	20	20	20	20
Agreeableness	Pearson Correlation	.16	1	-.15	-.68	.35	.16
	Sig. (2-tailed)	.49		.52	.00	.13	.51
	N	20	20	20	20	20	20
Conscientiousness	Pearson Correlation	.45	-.15	1	-.47	-.18	.73
	Sig. (2-tailed)	.05	.52		.04	.44	.00
	N	20	20	20	20	20	20
Neuroticism	Pearson Correlation	-.48	-.68	-.47	1	-.04	-.65
	Sig. (2-tailed)	.03	.00	.04		.87	.00
	N	20	20	20	20	20	20
Openness	Pearson Correlation	.20	.35	-.18	-.04	1	-.18
	Sig. (2-tailed)	.40	.14	.44	.87		.46

		Extra	Agree	Consc	Neuro	Openness	English scores
	N	20	20	20	20	20	20
English score	Pearson Correlation	.65**	.16	.73**	-.65**	-.18	1
	Sig. (2-tailed)	.00	.51	.00	.00	.45	
	N	20	20	20	20	20	20

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

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

The above table displays the Pearson correlation between English achievement scores and five personality traits in question. The correlation coefficients indicate the strength and direction of the linear relationship between each two variables. English scores were significantly and positively correlated with extraversion ($r = 0.68, p = .00$), and conscientiousness ($r = 0.73, p = .00$). A significant negative correlation was also found

between English achievement scores and neuroticism ($r = 0.65, p = .00$). No statistically significant correlations were observed between English scores and either agreeableness ($r = 0.16, p = .51$) or openness to experience ($r = -.18, p = 0.46$). To answer the second and the third research questions the multiple regression analysis was run using SPSS.

Table 4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.87	.75	.66	1.07	.75	8.33	5.00	14.00	.00

a. Predictors: (Constant), Openness, Neuroticism, Extraversion, Conscientiousness, Agreeableness

Table 5

Coefficients of the multiple regression analysis predicting English scores

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.33	6.89		.48	.64					
	Extraversion	.92	.41	.38	2.24	.04	.65	.51	.30	.62	1.61
	Agreeableness	.34	1.02	.10	.33	.75	.16	.09	.04	.20	4.90
	Conscientiousness	1.11	.58	.44	1.94	.07	.73	.46	.26	.37	2.82
	Neuroticism	-.44	.71	-.20	-.61	.55	-.65	-.16	-.08	.17	6.00
	Openness	-.57	.43	-.21	-1.33	.20	-.18	-.34	-.18	.70	1.43

a. Dependent Variable: English score

As Tables 4 and 5 indicate a multiple regression analysis was conducted to see if the five personality traits can predict the performance of EFL learners on the English achievement test. The overall model was statistically significant, indicating that the set of personality traits collectively explained a significant amount of variance in English scores ($F(5, 14) = 8.33, p < .00$). Considering the model's R^2 , approximately 74.8% of the variance in English scores could be accounted for by the five personality predictors. The adjusted R^2 also suggests that the model explains roughly 65.9% of the variance in the whole population. Turning to the individual predictors, extraversion emerged as a statistically significant positive predictor of English scores ($\beta = .38, t(14) = 2.24, p = 0.042$). This indicates that for every one-standard-deviation increase in extraversion, English scores are predicted to increase by 0.38 standard deviations, holding all other variables constant.

The remaining predictors were not found to be statistically significant in this model; conscientiousness ($\beta = .44, t(14) = 1.94, p = .07$), agreeableness ($\beta = .10, t(14) = .33, p = .75$), neuroticism ($\beta = -.20, t(14) = -.61, p = .55$), and openness ($\beta = -.21, t(14) = -1.33, p = .20$) did not individually contribute a significant unique prediction to the model. In summary, the multiple regression model demonstrated that while the five personality traits as a group are predictive of English scores, only extraversion was a significant unique predictor when controlling for the other four personality traits.

Based on standardized beta coefficients (β) from the regression model, conscientiousness showed the strongest positive association, followed by extraversion (the only statistically significant predictor), then openness and neuroticism with negative associations, and

finally agreeableness with a small positive effect. Including all traits highlights their potential contributions, as effect sizes remain theoretically informative even when significance is not reached. This ordering shows a clear pattern in which conscientiousness and extraversion were the primary contributors, and the remaining traits exerted only limited influence.

Discussion

Regarding the first research question which concerned the relationship between the five traits of teachers' personality and students' academic English achievement, the findings indicated that English scores were significantly and positively correlated with extraversion and conscientiousness. This aligns with the findings of Khodadady and Mirjalili's (2013) study which similarly documented that conscientiousness and extraversion were positively correlated with EFL achievement. Conversely, the results contrast the findings of Noreen et al. (2019), who examined the impact of teachers' personality on students' academic achievement in Pakistan and reported no significant relationships between teachers' personality traits and students' academic success.

Additionally, the findings revealed a significant negative correlation between English scores and neuroticism, which is consistent with what Erfani and Mardan (2017) claimed; they investigated the relationship between the Big Five personality traits and IELTS scores among Iranian EFL learners and reported a negative correlation between teachers' neuroticism and learners' language proficiency and academic performance. In contrast, Yu et al. (2025) examined teacher personality and its predictive value for academic achievement in

learners with specific learning disorders (SLDs) and found that higher neuroticism is associated with higher student emotional well-being and academic outcomes among students with SLDs.

No statistically significant correlations were observed between English scores and either agreeableness or openness of the teachers. This result is consistent with Kim et al.'s (2019) meta-analysis, which reported non-significant effects for agreeableness in studies relying on teacher effectiveness measures such as student outcomes. However, these findings contrast with those of Ajideh et al. (2017), who examined the relationship between learning styles and ESP reading strategies in academic contexts and reported that teachers' openness positively predicted vocabulary and grammar performance. They also differ from Mammadov and Avci (2024), whose meta-analysis on teacher-student relationships found that teacher agreeableness modestly predicted positive interactions, which in turn supported better academic progress.

The second research question addressed which of the Big Five personality traits of English teachers are stronger predictors of EFL learners' English achievement. Although Pearson correlation analysis showed that agreeableness, conscientiousness, and neuroticism were significantly correlated with English achievement, the multiple regression analysis revealed that only extraversion emerged as a statistically significant predictor. This indicates that while several traits show individual associations with English achievement, their predictive power overlaps when considered together. In other words, extraversion uniquely explains variance in English achievement beyond the effects of the other traits. The non-significant results for conscientiousness, agreeableness, and

neuroticism in the regression suggest that their contributions are shared with other predictors and thus not statistically unique once overlap is accounted for in the model. The third research question examined the hierarchical ranking of the traits according to their strength of association with EFL learners' English achievement. As shown in Table 5, the Big Five personality traits were ranked based on the magnitude of their standardized beta coefficients (β) in the regression model, reflecting the relative strength of association between each predictor and learners' English achievement. Although only extraversion reached statistical significance, all predictors are included in the ranking to provide a comprehensive picture of their potential contributions, as effect size (β) conveys theoretical importance even when statistical significance is not established, particularly in studies with limited sample sizes. Based on the standardized coefficients, the ranking from the strongest to the weakest associations with the English achievement was conscientiousness ($\beta=44$, positive association), extraversion ($\beta = .38$, positive association, statistically significant), openness ($\beta = -.21$, negative association), neuroticism ($\beta = -.20$, negative association) and agreeableness ($\beta = .10$, positive association).

Conclusion

This study investigated the relationship between English teachers' Big Five personality traits and their students' academic achievement in English, with particular attention to the predictive power of these traits and their hierarchical ranking. The results of the correlational tests showed teachers' conscientiousness and extraversion to have large positive associations with students' English achievement, whereas neuroticism

had a large negative relationship. These findings indicated that teachers' personality traits may substantially influence learners' language learning outcomes. Further analysis revealed that although the overall set of teachers' personality traits was significantly related to students' English achievement, extraversion was the only individual trait that emerged as a statistically significant predictor. Finally, the beta coefficients were used to rank the traits in the following order: conscientiousness, extraversion, openness, neuroticism, and agreeableness.

The findings of this study contribute to the broader field of TEFL and SLA by emphasizing the role of teacher-related psychological factors in learner achievement. In particular, the predictive power of extraversion reinforces the importance of teacher-student interaction, classroom communication, and affective engagement in facilitating academic progress. These results extend existing psycholinguistic and SLA frameworks by situating teacher personality as a critical dimension influencing language learning outcomes. From a practical perspective, the results underline the value of incorporating personality awareness into teacher education and professional development programs. Given that extraversion and conscientiousness were positively associated with learners' academic English achievement, training modules could encourage teachers to reflect on how their personality traits shape classroom interaction and student motivation. Additionally, administrators and policymakers may consider personality traits as a complementary factor in teacher recruitment, placement, and ongoing support. Furthermore, the findings suggest the importance of designing interventions that help teachers leverage their

strengths while addressing potential challenges linked to personality. For instance, teachers lower in extraversion might benefit from strategies that foster active student participation, while those higher in neuroticism may require training in stress management and emotional regulation. By aligning teacher development initiatives with personality-related factors, institutions can enhance both instructional effectiveness and learners' academic outcomes.

This study has several limitations that should be acknowledged when interpreting the findings. First, the sample size was relatively small which may limit the statistical power of the analyses and the robustness of the results. Second, all participants were female teachers with less than five years of teaching experience. While the homogeneity of gender and experience restricts the generalizability of the findings to male teachers or those with substantially different levels of professional experience, it also allowed for a more precise examination of the relationship between personality traits and students' English achievement, minimizing potential confounding effects of gender or teaching experience. Third, the study employed a non-random purposive sampling method, which further constrains the extent to which the results can be generalized to other contexts, schools, or regions. Finally, the research utilized a purely quantitative correlational design, which, while suitable for examining relationships and predictive patterns, did not capture the nuanced, qualitative aspects of teacher behavior and classroom dynamics that may influence students' English achievement.

In light of the limitations identified, several directions for future research are recommended. Adopting mixed-methods designs that combine quantitative measures

with qualitative approaches, such as classroom observations, interviews, or case studies, could provide a more comprehensive understanding of how personality traits influence teaching practices and student outcomes. Future research could investigate additional teacher-related variables, including teaching style, emotional intelligence, and teacher-student interaction patterns, to clarify the mechanisms through which personality traits affect learners' academic achievement. Finally, comparative studies across different educational settings and cultural contexts could examine whether the relationships observed in this study are consistent across broader populations, thereby offering insights into the universality or context-specificity of teacher personality effects.

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