



## Teacher's Personality Profile as Determinant of Students' Interest in Physical Education among Selected Public Junior Secondary Schools in Ijebu-Ode Local Government Area Nigeria

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### Abstract

The contribution of teachers to curriculum implementation and education is crucial. The caliber of the teachers and their attitude towards their jobs define the standard of education in any country. In this study, teacher's personalities were analyzed as potential predictors of students' interest in physical education in selected public Junior Secondary Schools in Ijebu-Ode Local Government Area, Ogun State, Nigeria. Three hundred respondents were selected for the study from ten public schools in Ijebu-Ode. The study employed a descriptive survey research design. A validated self-structured closed-type questionnaire was used to gather information on the study's variables at 0.05 alpha levels. Inferential statistics of Chi-square was utilized to examine the hypotheses. A descriptive survey research design was used for the study. According to the survey, public junior secondary school students were of the opinion that teacher's personality profiles have a role in fostering an interest in physical education as a subject. This is indicated by the computed  $X^2$  value of 34.02, which is higher than the estimated table value of 7.8. This shows that the teaching strategies of the teacher significantly determined student's interest in physical education. The study recommended that teachers could enhance their personality traits such as appearance, attitude, intellectual prowess and teaching methods in order to assist the students make their teaching subjects their choice of study.

**Keywords:** Personality, Teacher, Student, Physical Education, Interest

### INTRODUCTION

The teaching of physical and health education in recent times has not received broad and appropriate attention, especially at the public junior secondary school level. Enthusiasm for games and sports particularly within our schools is not encouraging and is gradually souring. Low student enrolment and lack of interest have continued to be associated with learning the subject at the secondary school level. Researchers have identified that lack of teaching facilities, poor funding, inefficient teaching methods adopted by physical education teachers, and incompetent teachers among others as factors responsible for

this state of affairs (Alao, 2010).

Teachers are widely acknowledged as one of the most crucial elements of education, in particular at the public junior secondary school level. There is a strong tendency that a competent teacher may affect the educational outcomes of his or her students positively. A teacher needs to be stable to change the students under his/her control and serve as a role model. A Teacher's personality profile helps him/her to become sensitive to students needs and give them the knowledge and skills required to create a caring and wholesome learning environment. Since it has to do with a collection of different aspects of a person's behaviour (profile), it is said to include the traits of ability, beliefs, attitudes, values, motives and habitual mode of adjustment (Igwe, 2012).

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A good teacher with his appropriate behaviour and personality traits can motivate, inspire, and make the students understand his or her teaching. Akinsolu (2010) observed that there is a significant relationship between teacher personality and students' academic achievement. This is so because the teachers help to draw the attention of the students in the classroom which helps learning and interest to take place.

Perkins (2013) also asserted that a teacher's attitude contributes to student's attention in the classroom and the development of interest in any subject.

Igwe (2012) submits that a teacher's personality trait is very significant in the educational setting because the teacher makes the school and curriculum work; they serve as inspiring motivators and exemplary models for both students and adults in the community. Teaching in Nigeria is a profession that has been accorded with little or no respect and many teachers are not readily disposed to be associated with the profession. This has caused loss of interest, lack of warm attitude, and drift into more respectable profession in the society.

Personality profile is one of the most important factors needed in the teaching profession. It is a set of qualities that makes a person distinct from another. Personality to Canale (2010), is the product of many characteristics or traits. It encompasses the stability makeup of the individual. It is the sum total of the general characteristics which distinguishes an individual from any other person. Omogun (2010) defined personality as the totality of characters and behavioural traits peculiar to an individual. The definition was also supported by Akinsolu (2010) that personality may be viewed as the dynamic organization of those traits and characteristic patterns of behaviour that are unique to the individual. Personality is very crucial for the daily lives of teachers because it affects their careers and the students they teach. It is also important in controlling the lesson and the learning process.

Lee (2013) opined that what teachers do influence what students do. If the teachers show some personality traits which are bad, their

students will imitate what they have done and this will influence the success and interest the students will record in learning.

Additionally Canale (2011) stated that to inspire students to develop a passion for physical education, teachers need to embody certain qualities and personality traits that foster engagement, motivation, and a love for the subject.

Some of them are:

A physical appearance is the description of the physical properties of an object or a person and it is one of the most important factors of personalities. Teachers' physical appearance make good impact on students because it helps them to develop either interest or hatred for a subject and also affect students perceptions about them. According to Herbon (2010), the way a teacher dresses is a sign of professionalism. It stated further that failure to act professionally sets a bad example and may also cause the teacher to lose the respect of the students. To retain the respect of students and colleagues, and provide students with the best education possible, a teacher must demonstrate professionalism in all aspects of his or her career especially in his or her appearance. In line with this fact, Alao (2010) believed that good-looking teachers can easily attract students to study because students tend to choose the teachers. They are highly excited to study with the teachers they like usually the attractive ones. One of the elements of being an effective teacher is to understand the influence of being a role model because students look to teachers for guidance, knowledge, life experiences, and how they handle situations which is reflected in their physical appearance. Bennet (2010) stated that a good-appearance of teacher has three benefits including:

- Gains respect from students
- Increases attendance of students in the class
- Helps in controlling the class,

For effective teaching of any subject, the types of methods used by the teacher have a positive effect Bennet (2010) believed that students achieved academic excellent and interest in any subject if the teacher used different methods of teaching.

Alliworth (2010) affirmed that teaching

methods from a teacher connote good teaching techniques or models that are being used when teaching.

Alao (2010) opined that it is important for teachers learn the use variety of teaching methodologies in order to cater for the range of learning needs and requirements that are present within most class environment. In support of this submission, Alao (2010) believed that effective teaching strategies help teachers to activate student curiosity about a topic, engage students in learning, develop interest, critical thinking skills and keep students on tasks.

One of the personality traits of a teacher is ability to possess intellectual capability. A good teacher must be knowledgeable about the subject to be taught. Alao (2010) opined that since teaching involves the impacting of knowledge, skills and attitudes to students, teachers' subject matter expertise is essential, as it allows them to develop well-structured lessons, impart knowledge with confidence, and assess student understanding with accuracy, ultimately enhancing the overall quality of education.

Lee (2013) also supported this submission that knowledge of teachers about a subject should exceed the limit of the curriculum they teach because this will help them to teach and explain better for students to understand and learn better.

Moronkola (2011) believed that a good teacher must be able to handle both the practical and theory aspect of the subject so that learning and interest will take place.

The first impression of student on their teacher is the attitude. Attitude of a teacher is very important in teaching profession because it determines the interest of the student in any subject. There are five good attitudes which affect the student in the classroom according to Linnebrink (2013). These are:

### **1. Enthusiasm**

To be enthusiastic, teachers can create a lively and energetic classroom. It is mentioned in learning and teaching that teachers are the model of good behaviour. Students are always satisfy with whatever teachers teach and they

are ready to follow or do what teachers perform.

### **2. Warmth and Humour**

To make students interested in the subject matter of the lesson require teachers having good sense of humour. When teacher perform to laugh, it decreases students stress. (Allensworth, 2010). It is supported that humorous teacher can make students awake at all times. Besides, warmth signifies the good interaction between teachers and students.

### **3. Credibility**

Credibility and trustworthiness which build supportive and relaxed environment should occur in effective teachers. To make a decision whether teachers are credible or not depend on students' judgment. Three elements are important according to Alao (2010) which are the teachers' credentials, the messages sent to students and their behaviour.

### **4. Encouraging and Supportive**

Positive attitudes and motivation are relevant to achievement by the teachers. Students succeed in learning not only by themselves but by the encouragement from the teachers. The use of positive words or phrases from the teachers help student when they face challenges.

### **5. Knowledge**

Teaching involves impacting of knowledge, skill and attitude to an individual. A good teacher must be an expert in his or her field of study of discipline because this will help the students and schools to achieve success. A good teacher who is knowledgeable about the subject would be able to use intellectual ideas and skills to gain control over problem from students. Canale (2010) believed that the knowledge of the teachers about a particular subject enable them to teach it by using different teaching methodologies. When teacher fully understand the subject they teach, they will know which pedagogy is best for them to help students learn better (Alao, 2010)

## **STATEMENT OF THE PROBLEM**

Physical education is one of the most misunderstood professions in schools today. Physical education is unique to the school curriculum because it is the only subject that provide student with opportunities to learn

motor skills, develop fitness and gain understanding about physical activities. An average student most of the time is not aware of what benefits are derived from physical education until he is given an orientation. However, teaching of the subject in schools today is not encouraging. If this subject of study is neglected, it could go into oblivion. This will affect the health and fitness level of almost everyone because awareness and practice will go into extinction with it. Many factors have been identified as bane to the development of physical education. Some of them include teacher's personality profile teaching competence, teaching aids among others. The dynamic between physical education teachers and students can significantly impact students' attitudes towards the subject, either fostering enthusiasm or discouraging participation. Teachers' attitudes and personalities play a vital role in shaping students' perceptions and interest in physical education, yet some teachers may overlook the influence their own demeanor has on students' engagement and motivation. The purpose of this study therefore is to find out the role of personality profile of teachers as determinant of students' interest in physical education as a subject investigating a local government in Nigeria.

## **HYPOTHESES**

The following four hypotheses were tested in the study:

1. Teachers' appearance will not significantly determine students' interest in physical education
2. Teachers' teaching methods will not significantly determine students' interest in physical education.
3. Teacher intellectual capability will not significantly determine students' interest in physical education
4. Teachers' attitude will not be a significantly determine students' interest in physical education.

## **RESEARCH DESIGN**

Descriptive survey research design was used for this study. This was chosen because it is suitable for gathering data from a large number of respondents.

## **SAMPLE AND SAMPLING TECHNIQUES**

The sample size for the study was (300) three hundred students who were randomly selected from ten (10) ten Public Junior Secondary Schools in Ijebu-Ode Local Government Area of Ogun State, Nigeria. Thirty students were selected from each school. Consequently, 15 boys and 15 girls were purposively sampled. The total for the boys and girls were 150 each, thus, having a grand total of three hundred respondents. These respondents were chosen from Junior Secondary Schools because physical education is only taught at the junior level.

## **RESEARCH INSTRUMENT**

A close-ended self-developed, modified Likert scale of strongly agree (SA), Agree (A), Disagree (D) and strongly Disagree (SD) ,for rating format questionnaire with reliability of 0.081 was the instrument used for data collection. The instrument was administered with the aid of four research assistants and physical education teachers in each school.

## **DATA COLLECTION**

The data was collected, coded and analysed using both inferential statistics and descriptive statistics .The descriptive statistics of frequency counts and percentages to analyze section A (demographic information), the independent variable was analysed using inferential statistics of chi square data was used to test the hypothesis at 0.05 level of significance.

## **RESULTS AND DISCUSSION**

**Hypothesis 1:** Teachers' appearance will not significantly determine the students' interest in physical education

Table 1. Chi - square analysis on teachers' appearance and student's interest in physical education

Responses	Frequency	%	X <sup>2</sup>	Df	Table value	Remark
SA	115	38.3	74.01	3	7.82	Sign.
A	107	35.7				
D	52	17.3				
SD	26	8.7				
<b>TOTAL</b>	<b>300</b>	<b>100.00</b>				

The table above shows that the calculated X<sup>2</sup> value of 74.01 is greater than table value of 7.82. This implies that the hypothesis is rejected. This means that the appearance of the teachers significantly determined the students' interest in physical education.

According to Bennet (2010) teacher's physical appearance or body image makes good impact on students because it makes the classroom more effective and interesting. The teachers were perceived to be active and agile during the teaching of the subject especially the practical aspect. Omoegun (2010) submitted that if physical education teachers want to increase students' perception and interest in physical education they must practice what they must practice what they teach. A teacher who can move his body around teaching stations and demonstrates aesthetically, motivates the students to develop interest in physical education. Bennet (2010) believed that poor appearance of the teachers is a sign of inadequacy in once profession. He stated further that teachers must dress moderately neat, and no distracting habit or movement. He concluded that a good physical appearance of the teacher has three advantages:

- Gains respect from students
- Increases attendance of students in the class
- Helps in controlling the class

**Hypothesis 2:** Teachers' teaching method will not significantly determine students' interest in physical education.

Table 2 showing responses, frequency, table value and X<sup>2</sup>, percentages and Df.

Responses	Frequency	%	X <sup>2</sup>	Df	Table value	Remark
SA	99	33.0	34.02	3	7.82	Sign.
A	89	29.7				
D	79	26.3				
SD	33	11.0				
<b>Total</b>	<b>300</b>	<b>100.00</b>				

From table 2 above, the calculated  $X^2$  value of 34.02 is greater than table value of 7.82, thus shows that the hypothesis is rejected. This indicated that the teaching methods of a teacher will be a significant determinant of students' interest in physical education. This finding is in line with Adeyemi (2010) submission that effective teaching methods from teachers engage the students in the learning process and helped them to develop critical thinking skills and interest. Igwe (2012) also affirmed that good teachers with different teaching methods unpack adequate knowledge demonstrate their expertise, motivate students and provide feedback to improve acquisition of skill and promote learning and interest. He stated further that when these happened, the lesson will accomplish its objectives and needs of the students will be met. Consequently, both the teacher and the students will enjoy having variety of methods in the classroom. Curson (2011) also opined that teaching methods are ways and techniques of teachers employ. In

order to make physical education lesson more effective and interesting, that the learners can easily grasp and master the very skill expected of them to learn. A teacher who is good at applying different methods when teacher may succeed in imparting qualified knowledge with minimal challenges, thereafter, succeed in sustaining the interests of the learners throughout the period of his or her lesson (Canale 2011). According to Bennet (2010), students lean best when teachers accommodate the differences in their readiness levels, interest and learning profile as a result of their teaching methods. Omoegun (2010) concluded that a teacher with good teaching methods assists in sustaining the interest of the students and eventually impact quality instruction to them with relative ease.

**Hypothesis 3:** Teachers' intellectual capacity will not significantly determine student's' interest in physical education.

Table 3. Chi-square analysis on teachers' intellectual capacity and students' interest in physical education

Responses	Frequency	%	$X^2$	Df	Table value	Remark
SA	108	38.7	67.14	3	7.82	Sign.
A	112	37.3				
D	32	10.7				
SD	48	16				
TOTAL	<b>300</b>	<b>100.00</b>				

Table 3 above shows that the calculated  $X^2$  value of 67.14 is greater than 7.82 table value. Therefore, the hypothesis is rejected. This shows that teachers' intellectual capacity significantly determined students' interest in physical education. This result is in conformity with Rink (2014) opinion that a good teacher with good intellectual ability to handle his lesson effectively and also support with any student, who falls under any learning categories such as slow, average and extremely brilliant learners. Sotonwa (2014) opined that an intellectually sound teacher must have knowledge of the students through subject they teach, 'the community and use this knowledge to solve each student problem(s) in the classroom. Igwe (2012) believed that there will be lack of interest in physical education by students if teachers are

not qualified and not interested in their fields of study or do not have rich background experience to draw from. Lee (2013) also supported this submission that students develop interest in physical education if they are taught by teachers that have mastered the contents and acquired classroom management skills to deal with different types of classroom problems. Teachers that are intellectually capable will be able to step into challenging roles with confidence and ability to change the student's perception about school and learning while at the same time cultivating a strong desire for the students to learn from independently and enthusiastically.

**Hypothesis 4:** Teachers' attitude will not significantly determine of students' interest in physical education.

Table 4. representing the Chi - square analysis on teachers' attitude and students' interest in physical education

Response	Frequency	%	$X^2$	Df	Table value	Remark
SA	116	38.7	72.44	3	7.82	Sign
A	106	35.3				
D	49	16.3				
SD	29	9.7				
<b>Total</b>	300	100.0				

The table above shows that the calculated  $X^2$  value of 72.44 is greater than the table value of 7.82. This shows that the hypothesis is rejected. This implies that teachers' attitude will significantly determine students' interest in physical education. The result of this study is in agreement with that of Olubor (2009) who confirmed that teachers' attitude to work influences the students and the society. Teachers are seen as sole manager of their classrooms and there is high probability that their students will imitate their behaviour. According to Osokoya (2011) positive attitude of teachers is essential for development of students' interest and effective and learning of physical education. To make students develop interest in physical education, the teacher must have good sense of humour and interaction with the students. Moronkola (2011) believed that the attitude of a teacher is very important in teaching because it sometimes determines the interest of the students in that particular subject. A good teacher with positive attitude such as enthusiasm, warmth and humor, credibility and knowledgeable towards his/her work and the students will gain respect from the students, help the students to develop interest and confidence in that subject

## CONCLUSION

Based on the result of the study, it could be concluded that personality profile of teachers are significant determinants of students' interest in physical education in junior secondary schools in Ijebu-Ode Local Government Area of Ogun State, Nigeria.

## RECOMMENDATIONS

The Following recommendations were made from the study:

1. Teachers should dress moderately were during practical and theory classes to command dignity and respect.
2. Physical Education teachers should be able to use different teaching methods for effective teaching and learning in Physical education
3. Teachers should be knowledgeable, competence and proficient in the subject being taught.

4. For student to develop interest in Physical education, the teacher must be of good behaviour with right attitude to the students and the subject while the teacher should serve as a role model to the students without.

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