

Big Five Factors of personality of students: The role of parents and teachers

Dr. Syed Afzal Shah¹ Asaf Niwaz²

Abstract

The current study was conducted to find out the effect of parental communication, parental emotional support, classroom security, and teachers' motivation on Big five factors of personality of secondary school students. From the population of grade 10 students, a sample of 1438 was randomly selected from three districts viz. Mansehra, Haripur, and Abbotabad of Hazara Division. Stratified random sampling technique was used in the selection of sample of students. Two questionnaires for probing the responses from students were developed. The first questionnaire comprised of two factors viz. parental communication and parental emotional support while the second questionnaire consisted of two factors viz. classroom security and teachers' motivation. The questionnaires were validated as a result of expert opinion. The Cronbach reliability coefficient of the instrument was 0.75, which was calculated from data collected through pilot study conducted on 100 students. The Cronbach reliability coefficient of the instrument of classroom security and teachers' motivation was 0.70. Results indicated that Parental emotional support and classroom security profoundly positively affected the agreeableness factor of personality while teachers' motivation negatively affected agreeableness. Parental communication and teachers' motivation positively affected extraversion while classroom security negatively affected extraversion. Parental emotional support and classroom security developed conscientiousness, parental emotional support, classroom security, and teachers' motivation reduces neurotic tendencies. Similarly Classroom security decreases openness while parental emotional support and communication increases openness. It is concluded that parental communication, parental emotional support, classroom security, and teachers' motivation affects certain factors of personality of the students.

Keywords: Big Five Factors of personality, classroom security, Parental Emotional support, Motivation, parental communication

^{1,2} Assistant Professor, University of Haripur

Introduction

Personality can be defined as consistent; unique and organized set of characteristics of a person; determined by environmental (e.g., culture, social class, family) and genetic factor that influences his or her cognition, motivation and behaviors in various situations (Ryckman, 2004). Over decades of research, the Big Five Factors of personality have been playing an important role across all fields of life, whether school or work (Kyllonen et al., 2014). These personality factors are affected by different environments including the behavior of parents towards their children and the skills of teachers in classrooms. So one aspect of environment is the home where there is the question of involvement of parents. This form of involvement is reflected in their communication with children on education and school routine (Hill & Tyson, 2009). Their support facilitates their personal and social growth (Sehee et al., 2010). Additionally, increased parental communication improves resilience in children (Lagace-Seguin & Case, 2010). The other aspect of environment which affects the personality of the students in the classroom environment is the teacher. These teachers can develop the personality of the students if they are trained (Bastian et al., 2015). Trained teachers ensure the classroom where students with special needs and those with high risk of failure are motivated to adopt a balanced approach (Fla and Orlando, 2014). Moreover these teachers manage their classes with planned rules and procedures (Omomia & Omomia, 2014). In other words, it is the techniques teachers use to maintain control in the classroom (Glackin, 2018).

The literature discussed above shows that sufficient research has been conducted to explore the subject matter at the international level. However, in Pakistan, few studies have been conducted to explore the causal relationship of parental behavior with big five factors of personality of their children at the secondary level. For example studies were conducted which explored that those parents who spend more time with their children in addition to the arrangement of private tuition at home leads to strengthen the academic achievement of their children (Atta et al., 2014). In contrast, children whose parents - specifically working mothers - cannot pay

attention to their children, show higher aggression (Amin, 2011). As per knowledge of the researcher no study was conducted to explore the effect of parental communication, parental emotional support, classroom security, and teachers' motivation on Big Five Factors of personality of secondary school students. Therefore, the current study was conducted with the following objectives.

1. To explore the level of parental communication, parental emotional support, classroom security, and teachers' motivation.
2. To find out the effect of parental communication, their emotional support, classroom security, and teachers' motivation on Big five factors of personality of secondary school students.

Research Methodology

The following procedure was adopted for this survey research study. Grade 10 students consisted of the population of this research study. From this population, a sample of 1438 was randomly selected from three districts viz. Mansehra, Haripur, and Abbotabad of Hazara Division.

The three districts were approached to select 84 secondary schools through simple random sampling technique while for the purpose of selection of students; stratified random sampling technique was used. The public schools consisted of 19 male and 18 female schools. The private male and female schools were each consisted of 23. Similarly, from district Mansehra 32 schools were selected, from district Abbotabad, 25 schools were selected and from district haripur, 27 schools were selected. The data was collected through the personal visits of the researcher. The students were randomly selected after getting permission from the Principals/ Heads of the concerned schools. The respondents were ensured that the information provided by them would be kept confidential and will be used for research purpose only. The students were asked to rate the specific behavior of their parents from never (1) to always (5) and whether the classrooms were secured from bullying and teachers harshness or not. They had to respond to the questions on Likert scale ranging from never

(1) to always (5). Highest scores indicated high parental communication and emotional support, and secured classes with greater motivation. The Big Five Factors of personality inventory was adopted to collect data about the factors of personality of the students. This personality inventory was developed by Dr. Tom Buchanan by taking idea and material from international personality item pool (IPIP) (Goldberg, 1999).

Table 1 Demographic representation of the respondents

Sector wise students	Number	%age
Public school students	725	50.40
Private school students	713	49.60
Number of students (Location wise)		
Rural	718	49.90
Urban	720	50.10
Total	1438	100 %
Education level of Mothers		
Inter pass and below	1356	94.20
Graduates	82	5.80
Total	1438	100 %
Education level of Fathers		
Inter pass and below	1076	74.80
Graduates	362	21.60
Total	1438	100 %

Research Tools: Two questionnaires for probing the responses from students were developed. The first questionnaire comprised of two factors viz. parental communication and parental emotional support while the second questionnaire consisted of two factors viz. classroom security and teachers' motivation. These questionnaires were developed due to thorough review of related literature. Parental communication consisted of 17 items, parental emotional support consisted of 9 items, classroom security consisted of 11 items, and teachers' motivation comprised of 9 items. The questionnaires were validated by taking the opinions of the experts. They were requested to check the content and face validity of the questionnaires and to check whether these questionnaires are suitable with respect to local environment and whether

English and Urdu sentences communicate the same meaning or not. Hence the questionnaires were improved in light of the suggestions of the experts.

The Cronbach reliability coefficient of the instrument of parents was 0.75, for which was calculated from data collected through pilot study conducted on 100 students. While the Cronbach reliability coefficient of the instrument of classroom security and teachers' motivation was 0.70.

Results

Table 2 Description of parenting and teachers' behavior

	N	Mean	Std. Deviation
Parental communication	1438	3.92	0.54
Parental Emotional Support	1438	3.78	0.59
Class security	1438	3.99	0.77
Teachers' Motivation	1438	3.80	0.70

Table 2 highlights the descriptive statistics of parental communication, parental emotional support, classroom security, and teachers' motivation.

Table 3 Effect of parenting and teachers' behavior on Agreeableness personality trait

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	beta	S. E	beta		
Parental communication	-0.039	0.036	-0.029	-1.089	0.276
Parental Emotional Support	0.093	0.033	0.076	2.823	0.005
Class security	0.406	0.023	0.439	17.361	0.000
Teachers' Motivation	-0.069	0.025	-0.068	-2.733	0.006
R= 0.476		R ² =0.227	Adj.R ² =0.225	F= 105.014	α= 0.000

Agreeableness

Table 3 indicates that 22.5 percent variation in the agreeableness factor of personality is explained by the parental communication, parental emotional support, classroom security and motivation (adj. R²=0.225). When beta values were observed, parental emotional support, classroom security, and motivation were found to significantly predict agreeableness factor of personality ($\beta=0.093$, $\beta=0.406$, $\beta=-0.069$, $P<0.05$).

Table 4 Effect of parenting and teachers' behavior on Extraversion personality trait

Model	Un-standardized Coefficients		Standardized Coefficients		
	beta	S. E	beta	t	Sig.
Parental communication	0.071	0.032	0.066	2.213	0.027
Parental Emotional Support	0.004	0.030	0.004	0.144	0.885
Class security	0.141	0.021	0.188	6.686	0.000
Teachers' Motivation	0.062	0.023	0.075	2.707	0.007
R=0.222	R ² =0.049	Adj. R ² =0.046	F= 18.489	α =0.000	
Extraversion					

Table 4 elaborates that 4.6 percent variation in the Extraversion factor of personality is explained by the parental communication, parental emotional support, classroom security and motivation (adj. R²=0.046). When beta values were observed, parental communication, classroom security, and motivation were found to significantly predict Extraversion factor of personality (β = 0.071, β = 0.141, β = 0.062, P <0.05).

Table 5 Effect of parenting and teachers' behavior on conscientiousness personality trait

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	beta	S. E	beta		
Parental communication	0.031	0.035	0.027	0.895	0.371
Parental Emotional Support	0.142	0.032	0.133	4.423	0.000
Class security	0.084	0.023	0.103	3.665	0.000
Teachers' Motivation	0.007	0.025	0.008	0.277	0.782
R=0.204	R ² =0.042	Adj. R ² =0.039	F=15.549	α =0.000	
Conscientiousness					

Table 5 indicates that 3.9 percent variation in the conscientiousness is explained by the parental communication, parental emotional support, classroom security, and motivation (adj. $R^2=0.03$). When beta values were observed, parental emotional support and classroom security were found to significantly predict conscientiousness ($\beta= 0.142$, $\beta= 0.084$, $P <0.05$).

Table 6 Effect of parenting and teachers' behavior on Neuroticism personality trait

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	beta	S. E	beta		
(Constant)	3.865	0.163		23.653	0.000
Parental communication	0.013	0.036	0.011	0.365	0.715
Parental emotional support	-0.100	0.033	-0.092	-3.038	0.002
Class security	-0.073	0.024	-0.088	-3.105	0.002
Teachers' Motivation	-0.046	0.025	-0.051	-1.802	0.072
R=0.158 $\alpha=0.000$	$R^2=0.025$	Adj. $R^2=0.022$	F= 9.212		

a. Dependent Variable: Neuroticism

Table 6 indicates that 2.2 percent variation in the neuroticism is explained by the parental communication, parental emotional support, classroom security, and motivation (adj. $R^2=0.022$). When beta values were observed, parental emotional support, classroom security were found to significantly predict neuroticism ($\beta= -0.100$, $\beta= -0.073$, $P <0.05$).

Table 7 Effect of parenting and teachers' behavior on openness personality trait

Model	Un-standardized Coefficients		Standardized Coefficients	t	α
	beta	S. E	beta		
(Constant)	2.990	0.154		19.414	0.000
Parental communication	0.068	0.034	0.061	2.019	0.044
Parental Emotional Support	0.091	0.031	0.089	2.939	0.003

Class security	0.069	0.022	0.089	3.121	0.002
Teachers' Motivation	0.020	0.024	0.023	0.830	0.407
R=0.143	R ² =0.020	Adj. R ² =0.018	F=7.442	α = 0.000	
Openness					

Table 7 indicates that 1.8 percent variation in the openness is explained by the parental communication, parental emotional support, classroom security, and motivation (adj. R²=0.018). When beta values were observed, the parental communication, parental emotional support, classroom security, were found to significantly predict openness factor of personality (β = 0.68, β = 0.091, β = 0.069, $P < 0.05$).

Discussion

The current study was conducted to find out the impact of parental communication, parental emotional support, classroom security, and teachers' motivation on Big Five Factors of personality of secondary school students. The results of the study show that parental communication has the highest mean among the two aspects viz. parental communication and parental emotional support.

Results of the study indicate that Agreeableness varies significantly and positively with parental emotional support, classroom security, while it varies negatively with teachers' motivation. These results findings give emphasis to the significance of positive relationship between parents and children. For example, Parental warmth (which includes expression of emotional support) has positive association with the mental health of adolescents (Steinberg, 2001), which in turn help in development of quality of obedience among them.

The results further indicate that Extraversion varies positively and significantly with parental communication, classroom security and motivation. Since better interpersonal communication is the quality of extravert people (Costa and McCrae, 1992), so, parents need to have the quality of extraversion

which ultimately has positive effect on extraversion factor of personality of their children as well. Such parents show positive emotions and warmth towards their children which may help in the development of extraversion factor. Furthermore such parents are aware of the importance of rewarding aspect of the environment (Mullins, Polson, Lanch, & Kehoc, 2007). Better parental communication enables their children to have confidence in choosing and deciding (Lisinskiene, Guetterman, & Sukys, 2018). The positive relationship of teacher and students in terms of secure classroom is vital for their social development (Cataldi et al., 2009). Associated with attachment theory (Ainsworth, 1982; Bowlby, 1969) safe classroom where there is no bullying and has positive student- teacher relationship, students feel safe and secure which ultimately helps them in the development of their social skills (O'Connor, Dearing, & Collins, 2011). It also implies that developing positive relationship between parents and children inculcate the quality of making bonds with others as well.

Conscientiousness varies positively with parental emotional support, classroom security. Previous studies indicate that positive relationship with parents improves the self worth of the children (Birkeland et al., 2012)

The results further highlight that Neuroticism varies negatively with parental emotional support, classroom security. The secure classroom has positive relationship between teachers and students helps in reducing the anxiety and depression and high self esteem (Orth et al., 2012). Openness varies positively with parental communication, parental emotional support, and classroom security. Same results were produced by Mohammad Ebrahim Maddahi, Nasirudin Javidi, Mona Samadzadeh and Maryam Amini (2012). The results revealed that Students who perceived their parents as having an authoritative parenting style and were open to experience demonstrated an

internal locus of control. It is due to the fact that such individuals are creative, imaginative, original and curious.

Conclusion

Parental emotional support and classroom security profoundly positively affects the agreeableness factor of personality while motivation negatively affects agreeableness. Parental communication and motivation positively affects extraversion. It implies that parental communication and teachers' motivation improves the confidence level of students. Classroom security negatively affects extraversion. Parental emotional support and classroom security develops conscientiousness personality trait of the students. It means that classroom secure from bullying and discipline of the teachers make the students organized. Parental emotional support, classroom security, and motivation reduce neurotic tendencies. It implies that parental support in the form of positive attitude, classroom security free from bullying and positive motivating attitude of teachers facilitate the students in solving their psychological problems. Classroom security decreases openness while parental emotional support and communication increases openness.



This work is licensed under a
Creative Commons Attribution 4.0 International Licence.

References

- Ainsworth, M. D. S. (1982). *Attachment: Retrospect and prospect*. Basic books.
- Amin, F. M. (2011). Prevalence and factors associated with aggression among preschool age children. *Life Science Journal*, 8(4), 929-938.
- Atta, M, A., Khan, S, R., Sheikh, S., & Akbar, F. (2014). Comparative Study of Parental Involvement and Private Tuition regarding Educational Attainment of Students. *International Journal of Academic Research in Business and Social Sciences*, 4 (3), 50-59.

- Austin, O. O., & Omomia, T. A. (2014). Perceived impact of classroom management on effective teaching: A study of five schools in education district 11, Lagos State, Nigeria. *European Scientific Journal, ESJ*, 10(22).309-320.
- Bastian,K.C.,McCord,D.M.,Marks,J.T.,andCarpenter,D.(2015). *Do Personality Traits Impact Beginning Teacher Performance and Persistence?* Chapel Hill, NC: University of North Carolina.
- Birkeland, M. S., Melkevik, O., Holsen, I., & Wold, B. (2012). Trajectories of global self-esteem development during adolescence. *Journal of adolescence*, 35(1), 43-54.
- Bowlby, J. (1969). *Attachment. Attachment and loss*: Basic Books.
- Cataldi, E. F., & KewalRamani, A. (2009). High School Dropout and Completion Rates in the United States: 2007 Compendium Report. NCES 2009-064. *National Center for Education Statistics*.
- Cheng, A., & Zamarro, G. (2018). Measuring teacher non-cognitive skills and its impact on students: Insight from the Measures of Effective Teaching Longitudinal Database. *Economics of Education Review*, 64, 251-260.
- Costa Jr, P. T., & McCrae, R. R. (1992). Four ways five factors are basic. *Personality and individual differences*, 13(6), 653-665.
- Glackin, M. (2018). ‘Control must be maintained’: exploring teachers’ pedagogical practice outside the classroom. *British journal of sociology of education*, 39(1), 61-76.
- Goldberg, L. R. (1999). A broad-bandwidth, public domain, personality inventory measuring the lower-level facets of several five-factor models. *Personality psychology in Europe*, 7(1), 7-28.
- Hill, N. B., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45, 740–763.
- Kyllonen, P. C., Lipnevich, A. A., Burrus, J., & Roberts, R. D. (2014). Personality, motivation, and college readiness: A prospectus for assessment and development. *ETS Research Report Series*, 2014(1), 1-48.
- Lagacé-Séguin, D., & Case, E. (2010). Extracurricular activity and parental involvement predict positive outcomes in elementary school children. *Early Child Development & Care*, 180, 453–462.
- Lisinskiene, A., Guetterman, T., & Sukys, S. (2018). Understanding Adolescent–Parent Interpersonal Relationships in Youth Sports: A Mixed-Methods Study. *Sports*, 6(2), 1-17.
- Maddahi, M. E., Javidi, N., Samadzadeh, M., & Amini, M. (2012). The study of relationship between parenting styles and personality dimensions in sample of college students. *Indian Journal of Science and Technology*, 5(9), 3332-3336.

- Mullins, M. E., Polson, J. M., Lanch, T., & Kehoe, K. (2007). Respondent Perceptions of Integrity and Personality Measures: Does Response Format Make a Difference?. *Applied HRM Research*, 11(2), 107.
- O'Connor, E. E., Dearing, E., & Collins, B. A. (2011). Teacher-child relationship and behavior problem trajectories in elementary school. *American Educational Research Journal*, 48(1), 120-162.
- Orth, U., Robins, R. W., & Widaman, K. F. (2012). Life-span development of self-esteem and its effects on important life outcomes. *Journal of personality and social psychology*, 102(6), 1271.
- Ryckman (2004). *Theories of personality*. Belmont, CA, Thomson/Wadsaorth.
- Sehee H., Sung-Kyung, Y., Sukkyung, Y., & C hih-Chun, W. (2010). The reciprocal relationship between parental involvement and mathematics achievement: Autoregressive cross-lagged modeling. *Journal of Experimental Education*, 78, 419–439.
- Steinberg, L. (2001). We know some things: Parent–adolescent relationships in retrospect and prospect. *Journal of research on adolescence*, 11(1), 1-19.