

Research paper

## The Relationship between Personality and Teaching Style of Bahasa Melayu Teacher in Secondary Schools

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### Abstract

This research was conducted to identify the personality type's patterns of Bahasa Melayu teachers in secondary schools as well as analysing the relationship between teachers' personality and teaching styles. 100 Bahasa Melayu teachers from around Malaysia were selected as respondents using purposive sampling method. This research employed a quantitative methodology. Research instruments used to collect data for this research were a set of questionnaires translated from The Big Five Inventory (BFI) by John in 1990 and Grasha Teaching Styles in 1996. Descriptive analysis which focusses on frequency and mean were selected. Inferential statistics which is Pearson correlation analysis was employed to analyse the relationship between teacher's personality and teaching style. The finding shows that the most dominant teacher's personality dimension is conscientiousness, followed by extraversion, openness, neuroticism, and the least personality among Bahasa Melayu teachers was agreeableness. Apart from that, Bahasa Melayu teachers in secondary schools are prone to practice expert teaching style followed by the formal authority style, facilitator style, personal model style, and the delegator style. The correlation test also showed that there was a significant relationship between teacher's personality and teacher's teaching style. In conclusion, personality affected teaching styles of Bahasa Melayu teachers in various secondary schools which in turns benefited the students.

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### Introduction

Personality is behavioural traits in an individual; however, each individual has different personality. Personality represents individual characteristics which can be observed and

examined through their behaviour in certain time and situation. Encompasses the psychological and physical systems that are suitable to the surroundings. Habibah and Noran's findings in Izzah Nor Aida Zur Raffar and Salasiah Hanim (2015) have found that there have been many discussions from the important figures of the Wests which discussed on the personalities. Muhammad Ghazali and Nor Azzah (2019) remarked based on Taqi Al Din Al Nabhani in Arabic language, personality is referred to as al-Syakhsiyyah al-Islamiyyah meaning that one's character is determined by their way of thinking and behaving. The way of thinking is referred to the way one thinks in solving a problem by following a particular standard or on how one correlates a fact that they received with their prior information based on a particular fixed standard while the way of behaving referred to a man's behaviours to fulfil his needs and desires.

A teacher needs to a positive personality which impacts the attitude and interest of the students in teaching and learning (TnL). According to Pintrich and Achunk (2002) in Bertadina Theodora (2013) shows that teacher's review teaching skills which are prepare new teaching materials, learning practices, provide feedbacks, self-practices for the students and review previous lesson are the important aspects in molding a teacher's personality. A person who shows interest in what they are doing tend to have a positive attitude in their work (Fazlina Abd Rahman and Aniza Abdul Shukor, 2017). It can be seen that this contributes to success in every teaching aspect delivered by the teacher to the students.

A teacher's personality in our outside of the classroom must be asserted as a teacher is always a centre of attention and being looked up to from head to toe. Besides, a teacher is ought to display exemplary manners for the students to follow in their daily life. According to Mok Soon Sang (2008); Azilah Abd Rahman (2009) teachers need to show admirable and exemplary traits away from the negative attitudes for the students. This is in consideration of a fact that the personality traits seen on a teacher become an example for the students and it hold a high impression in a community.

As mentioned by Baleghizadeh and Shakouri (2017), teacher plays a crucial role and is the main component to a successful education reformation. Teachers have been a spotlight in various pedagogical studies on the perceptions, beliefs, and their view which correlates with students' behaviours and achievement. Each teacher has their own specific styles of thinking, teaching styles and certain choices determined in conducting their teaching, nonetheless (Sim Sze Hui and Mohd Effendi Ewan Mohd Matore , 2020). Along with this, Heydarnejad, Hosseini and Ghonsooly (2017) indicates teaching styles as the teacher's quality and personal attitude reflected in their teaching techniques, activities and approach in teaching certain subject in a classroom. Thus, a teacher's teaching style is a teacher's behaviour in teaching in a classroom.

Teaching styles as specified by Grasha (1996) in Sim Sze Hui and Mohd Effendi @ Ewan Mohd Matore (2020) refers to beliefs, teacher's needs and behaviours in educational context. Karimnia & Mohammadi (2019) stated that teachings style is a mix of motivation, personality,

attitude, beliefs, and strategies owned by the teacher. Kartol and Basol (2019) claimed that a teacher’s personality traits and quality play a vital role in a professional field in particular as a teacher. This can be seen from the aspect of choosing and applying the different teaching methods in learning. In accordance with Baradaran (2016); Rosalia (2017) teacher’s teaching styles is seen as a comprehensive content delivering component and is a vital key to determine the success of students’ learning.

There are five personality traits studied namely Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism which were taken from The Big Five Inventory (BFI) by John in 1990 in Azilah Abd Rahman (2009). In addition, the teaching style translated from Grasha’s Teaching Style Inventory in 1996 Azilah Abd Rahman (2009). Also had five teaching style. Among them are Expert teaching style, Formal Authority teaching style, Facilitator teaching style, Personal Model teaching style and Delegator teaching style. In addition, the characteristics for each personality trait and the characteristics of the teaching style are shown below:

i) Characteristics of each personality trait

**Table 1**  
*Characteristics of each personality trait*

<p><b>Openness</b> Imagination Artistic Interest Emotionality Adventurousness Intellect Liberalism</p>	<p><b>Conscientiousness</b> Self Efficiency Orderliness Dutifulness Achievement-striving Self-Discipline Cautiousness</p>
<p><b>Extraversion</b> Friendliness Gregariousness Assertiveness Activity Level Excitement Seeking Cheerfulness</p>	<p><b>Agreeableness</b> Trust Morality Altruism Cooperation Modesty Sympathy</p>
<p><b>Neuroticism</b> Anxiety Anger Depression Self-Consciousness Immoderation Vulnerability</p>	

ii) Characteristics of Teaching Style

**Table 2**

*Characteristics of Teaching Style*

<b>Expert</b>	<b>Formal Authorities</b>
A teaching process that further challenges the thinking of the student and evokes a healthy competition between the student	The teacher's presentation to the students in one-way communication without interaction is like a lecture whose purpose is to focus on imparting knowledge only without additional knowledge.
<b>Personal Model</b>	<b>Facilitator</b>
Teacher-based learning as an example for success	The teacher gives proper guidance to students. Stimulate interaction between teachers and students in the classroom
<b>Delegator</b>	
A self -directed learning where it emphasizes the element of autonomy to all parties	

Therefore, in this study the researchers will describe in more detail about the personality and style of teaching Malay Language. Researchers also will study the correlation between personality and style of teaching Malay Language in Secondary School.

**Research Objectives**

- 1) To identify the patterns and personality traits Malay secondary school teachers;
- 2) To outline the patterns and teaching styles of secondary school Malay language teachers; and
- 3) To investigate the relationship between personality and teaching styles of secondary school Malay language teachers.

**Research Questions**

- 1) What are the patterns and personality traits of secondary school Malay language teachers in general?
- 2) What the pattern and teaching styles of secondary school Malay language teachers?
- 3) What is the relationship between the personality and teaching styles of secondary school Malay language teachers?

**Hypotheses**

- H1: There is a significant relationship between Extraversion personalities with teacher teaching style
- H2: There is a significant relationship between Agreeableness personalities with teacher teaching style
- H3: There is a significant relationship between Conscientiousness personalities with teacher teaching style
- H4: There is a significant relationship between Openness personalities with teachers' teaching style
- H5: There is a significant relationship between Neuroticism personalities with teachers' teaching style

### Literature Review

Past studies that were analysed will be able to provide an overview of the implementation and results of this study. There are several past studies categorized in several aspects. Research by Rahman (2010), Hamid (2011) and Nyanamany (2017), focuses on the study of the influence of teachers' personality on student achievement. The study of Ibrahim (2019) and Abdullah (2019) focuses on the influence of personality on job performance among teachers, which involved pre-school teachers and their next study involved personality aspects with other aspects namely commitment and self-effectiveness. The study proved that teacher's personality influences teacher's work performance, thus, these studies supported the claim made in this research as the focus is on teacher's personality. The next study is by Yusof (2016) focusing on the relationship between the readiness, personality and experience of teachers with the practice of project assignment evaluation Principles of Accounts. The study proved that the evaluation of the Principles of Accounts project assignment was strongly influenced by the personality of the teacher. This is said to be so because the experience in evaluating project assignments is different between senior and junior teachers.

Rahman and Mahmud (2019), Hamid and Ismail (2019) and Ang (2017) studies focussed on the selected personality types, namely the Personality of Trainee Teachers of the Institute of Teacher Education (A Review through Psychometrics Tajma Edition 2). In Rahman and Mahmud (2019) study, the suitability of Personality Traits Conscientiousness, Teacher Neuroticism and curriculum comprehension in child development in language perspective was reviewed by Hamid and Ismail (2019). Enoch Ang (2017) found that there was a relationship between emotional intelligence and personality "Big Five" among primary school teachers in Kota Tinggi district. These studies have proven that each of the personalities has its own advantages and suitability as they are based on the same inventory used in this research.

Abu and Leong (2014), Nawawi (2016), Affaf Ghazali (2017), Ismail and Hassan (2017), Marzuki (2019), Basumi and Hassan (2019), and Sin and Mohd (2020) studies were related to teaching style. A study by Abu and Leong (2014) was on the relationship between attitudes, interests, teacher teaching and peer influence towards the Form 4 Additional Mathematics achievement. This study does not look at peer attitudes, interests and influences, but has similarities to the study of teaching styles. Nawani et al. (2016) study was also related to the focus of this research, especially on the relationship between teachers' teaching styles and playing truant at a secondary school in Bachok District, Kelantan. However, the study does not focus on the style of teaching Malay Language.

Ghazali's study (2017), on the other hand, examined the relationship between content pedagogy knowledge, teaching style and effectiveness of Mathematics teachers in primary schools. However, his study only focussed on the primary school teachers. In addition, a study by Ismail and Hassan (2017) also looked at teaching styles among Tadika Kemas' (Kemas Kindergarten) teachers in Kelantan. Grasha's Teaching Styles practiced among Science Lecturers at the Pre-University College in Penang which was studied by Marzuki (2017) would be relevant to this study. Furthermore, the study of Basumi and Hassan (2019) is also related

to this research where the influence of gender influenced the factors and options of English teachers on teaching style. Lastly, the study of Sin and Matore (2020) with the focus on factors influencing the Grasha-Riechmann Teaching Style among Teachers: A Review of the Busistematic Literature. These studies mainly emphasise on teaching style but they focus on other or external influences on a teacher's teaching style. These studies are used to support this research as it was adapting to the same model.

In general, previous studies that focused more on Mathematics, Additional Mathematics, English, and Tadika Kemas' teachers only. Therefore, researchers focussed to the least are studied which is Bahasa Melayu teachers' personality and styles of teaching among the secondary school Malay language teachers.

### Methodology

This research is a quantitative analysis conducted on 100 Malay Language teachers in Malaysia using purposive sampling. The research instrument used was a questionnaire that contained 47 items and was divided into three parts, namely Part A (demographics of respondents) for questions A1 to A7; Part B (personality type construct) for questions B1 to B20; and part C (construct teaching style) for questions C1 to C20. All of these items were answered using a Likert scale, i.e. strongly agree, agree, not sure, disagree and strongly disagree. The questionnaire was made in the form of Google Form and distributed to the respondents online. For the Objective 1, there were 20 questions related to the characteristics of each personality trait studied as shown below:

**Table 3**

*Personality Trait*

Personality Trait	Questions no.
<i>Openness</i>	B4, B7, B17, B20
<i>Conscientiousness</i>	B2, B8, B10, B13, B18
<i>Extraversion</i>	B1, B6, B9, B15, B16
<i>Agreeableness</i>	B5, B12
<i>Neuroticism</i>	B3, B11, B14, B19

Objective 2 also consisted of 20 questions related to the teaching styles as shown below:

**Table 4**

*Teaching Styles*

Teaching Styles	Questions no.
Expert	C3, C4, C9
Formal Authorities	C5, C8, C10, C14, C18, C19
Personal Model	C6, C11, C15
Facilitator	C1, C2, C7, C12, C20
Delegator	C13, C16, C17

Personality type and teaching style data were analysed descriptively using the Statistical package for Social Science (SPSS) software to obtain the frequency, percentage, mean and standard deviation. The mean for each section was interpreted based on the mean score



interpretation table by Nunnally and Bernstein (1994) as well as the relationship using Pearson correlation.

**Table 5**

*Interpretation of the Min Nunnally and Bernstein Score (1994)*

Correlation Index Value	Interpretation
0.0 until 0.2	Very weak
0.2 until 0.4	Weak, Low
0.4 until 0.6	Average
0.6 until 0.8	High, Strong
0.8 until 1.0	Very high, Very strong

(Source: Kasturi and Badusah, 2017)

**Table 6**

*Classification of Correlation Strength*

Correlation Index Value	Interpretation
0.0 until 0.2	Very weak
0.2 until 0.4	Weak, Low
0.4 until 0.6	Average
0.6 until 0.8	High, Strong
0.8 until 1.0	Very high, Very strong

(Source: Rahman, 2010)

## Results and Discussion

### Secondary School Malay Language Teachers' Personality Traits

Table 7 displays the personality traits of secondary school Malay language teachers. Based on the data analysis obtained, it can be concluded that the highest trait of personalities amongst those teachers was *Conscientiousness* with the mean score of 4.51 and standard deviation of 0.84 where 8 respondents were at the high level and 14 were at the intermediate level. The overall average of mean score for all personality traits was high which 4.44 with the average standard deviation of 0.85. The characteristics of the person with this personality is that he/she is confident with his/her actions when doing something. Besides that, this individual is viewed as reliable by the people around them. *Conscientiousness* people were also identified as systematic person when performing tasks. The findings were different from Rahman (2010) who studied the relationship between personality and teaching style amongst Mathematic teachers. It was found out that the highest personality was *Extraversion* with the mean value of 3.17. The second highest was *Neuroticism* with the mean value of 3.08, followed by *Conscientiousness* with the mean value of 3.07 and *Openness* with the mean value of 2.71. *Agreeableness* scored the lowest with the mean value of 2.65.

**Table 7***Teacher's personality traits*

Types of personality	Level			Min	SD
	Low (1.00-1.99)	Intermediate (2.00-2.99)	High (3.00-5.00)		
<i>Extraversion</i>		21	79	4.49	0.81
<i>Agreeableness</i>	1	88	11	4.32	0.96
<i>Conscientiousness</i>		14	86	4.51	0.84
<i>Neuroticism</i>		25	75	4.39	0.86
<i>Openness</i>		84	16	4.48	0.77
<b>Average</b>				<b>4.44</b>	<b>0.85</b>

Table 8 displays the descriptive analysis for the types of personalities of *Conscientiousness*. Table 8 displays the descriptive analysis for the types of personalities of *Conscientiousness*. Based on the data analysis obtained, it can be concluded that Malay language teachers with *Conscientiousness* personality is a positive teacher. There are five items for this *Conscientiousness* personality construct. Each item in this personality construct obtained high value of the mean score, which is more than others. Item B13 received majority support from respondents with the mean of 4.63 and standard deviation of 0.54. The mean score's overall average for all *Conscientiousness* personality item was high too, which is 4.51 with standard deviation of 0.84. This value clearly shows that respondents have *Conscientiousness* personality. The supports given were very crucial to ensure whether the relationship between personality and teaching style was true or not. Respondents were also a careful teacher when conducting tasks given. This condition clearly shows that teachers with this personality has friendly attitude with others around them. Besides that, majority of respondents were also viewed as credible by students and colleagues. This is due to teachers' personality that influences students' interest to continue studying. A study by Rahman (2010) showed that respondents with high *Extraversion* personality were energetic, high-spirited, love to talk, expressive, love to mingle around, love to socialise, cheerful, positive and decisive.

**Table 8***Types of personalities of Conscientiousness*

Item	Types of personalities <i>Conscientiousness</i>	SD	D	U	A	SA	Me an	Standard deviation
B2	I am a careful teacher when doing given tasks	22.0%	-	7.0%	29.0%	62.0%	4.50	0.79
B8	I am a reliable teacher to my students and colleagues	-	-	6.0%	24.0%	70.0%	4.57	0.76
B10	I am a teacher who concerns about appearance when in school and outside school	11.0%	1.0%	1.0%	19.0%	68.0%	4.30	1.26
B13	I am a hardworking teacher when doing tasks	-	-	3.0%	30.0%	62.0%	4.63	0.54
B18	I am a systematic teacher when doing tasks	1.0%	2.0%	4.0%	28.0%	65.0%	4.55	0.72
<b>Average</b>							<b>4.5</b>	<b>0.84</b>



### The Teaching Styles of Secondary School Malay Language Teachers

Table 9 displays the pattern of teaching styles amongst secondary school Malay language teachers. Based on the data analysis obtained, it can be concluded that the highest teaching style possessed by Malay language teachers is the expert teaching style with the mean score of 4.55 and standard deviation of 0.55 where 60 respondents scored the highest level while 40 were at the intermediate level. Each item in teaching style construct obtained high mean score which is more than the value of four. The overall average of mean score for all items in Section C was high which 4.45 with the standard deviation average of 0.54. The trait for this teaching style is that teachers gave considerably challenges for students to think. Besides that, this style also promotes students to compete positively with each other. Based on students' mastery level. However, the study by Rahman (2010) was different with the findings as it was found out that *Personal* teaching style model was the highest compared to other teaching styles amongst the Mathematics teacher with the mean of 2.98. This was because teachers with this teaching style were those who concerned about their students' mastery related to the content of the lesson. They often demonstrated to their students the strategies to grasp learning content, concepts, principles and frequently related them to examples derived from personal experiences. All of these were related to the subject taught by the teachers.

**Table 9**  
*Malay language teachers' teaching style*

Types of personality	Level			Mean	SD
	Low (1.00-1.99)	Intermediate (2.00-2.99)	High (3.00-5.00)		
<i>Expert</i>		40	60	4.55	0.55
<i>Formal authority</i>		80	20	4.51	0.60
<i>Personal model</i>		92	8	4.39	0.52
<i>Facilitator</i>		91	9	4.48	0.53
<i>Delegator</i>		98	2	4.32	0.49
	<b>Average</b>			<b>4.45</b>	<b>0.54</b>

Table 10 displays the descriptive analysis of secondary school Malay language teachers' teaching style. Based on the data analysis obtained, it can be concluded that Malay language teachers that practised expert teaching style is a positive teacher. There are three items for teaching style construct. Each item in teaching style construct obtained high mean score value which is more than four. C4 item obtained majority supports from the respondents with the mean value of 4.69 and standard deviation of 0.62. The overall average of mean score for all Expert teaching style items was also high which 4.61 with standard deviation of 0.69 is. This value clearly shows that respondents practised Expert teaching style. The supports given was crucial to ensure whether there was a relationship between personality and teaching style. This teaching style shows that teachers will narrate the overall pictures of the topic that will be studied on that day. Besides that, the method of explaining the lesson was always used by teachers who practised Expert teaching style because to them, this method facilitate students to understand every content of the lessons taught. According to the study conducted by Rahman (2009), teachers with this model of teaching style were those who concerned about their

students' mastery related to the content of the lesson. They often demonstrated to their students the strategies to grasp learning content, concepts, principles and frequently related them to examples derived from personal experiences. All of these were related to the subject taught by the teachers.

**Table 10**  
*Expert teaching style*

Item	Types of expert teaching style	SD	D	U	A	SA	Mean	SD
C3	I provide overall pictures of the topic to the students prior to the teaching and learning	2 2.0%	-	2 2.0%	24 24.0%	72 72.0%	<b>4.63</b>	<b>0.72</b>
C4	I always provide ways and guidance to master the content of the lesson to students	1 1.0%	-	2 2.0%	23 23.0%	74 74.0%	<b>4.69</b>	<b>0.62</b>
C9	I always teach using explanation method for students to understand easily	-	2 2.0%	4 4.0%	24 24.0%	70 70.0%	<b>4.60</b>	<b>0.74</b>
<b>Average</b>							<b>4.61</b>	<b>0.69</b>

### The Relationship between Personality and Teaching Style of Secondary School Malay Language Teachers.

Table 11 displays the relationship between *Extraversion* personality and secondary school Malay language teachers' teaching style. The data analysis shows that *Extraversion* personality and teaching style amongst Malay language teachers has significant relationship. It is because the significance level for the relationship between personality and teaching style is 0.000 which is smaller than the significance level,  $p$  value = 0.000 <  $\alpha$  = 0.05. The significant level for the relationship between the *Extraversion* personality with Expert teaching style, Formal Authority, Personal Model, Facilitator and Delegator was 0.000 which was smaller from the significant level,  $p$  value = 0.000 <  $\alpha$  = 0.05. Hence,  $H^1$  was successfully rejected. This shows that there was a significant relationship between *Extraversion* personality traits with Expert teaching style, Formal Authority, Personal Model, Facilitator and Delegator for Malay language teachers. The value of correlation coefficient,  $r$ , was Expert (0.631), Formal Authority (0.681), Personal Model (0.680), Facilitator (0.688) and Delegator (0.694) which showed that the relationship between *Extraversion* personality with teaching style was prominent. The findings did not display any significant difference even though results of both studies showed significant difference, however the difference was only at the correlation value which was *Extraversion* personality trait with *Expert* teaching style, *Formal authority*, *Personal Model*, *Facilitator* and *Delegator* for Malay language teachers. The value of coefficient correlation,  $r$ , for *Expert* (0.279), *Formal authority* (0.2999), *Facilitator* (0.2888) and *Extraversion* personality did not have any significant difference with the two teaching styles which are the *Personal Model* and *Delegator*.

**Table 11**  
*Inference of teachers' personality traits and teaching styles*

Relationship of variables		Pearson Correlation, "r"	Significance, "p"
Personality traits	Teaching styles		
<i>Extraversion</i>	Expert	0.631	0.000
	Formal authority	0.681	0.000
	Personal model	0.680	0.000
	Facilitator	0.688	0.000
	Delegator	0.694	0.000

*Significant at the level of  $p \leq 0.05$*

Based on the result, teachers' teaching personality had significant relationship with teaching style. *Extraversion* personality had significant relationship with Expert, Formal authority, Personal model, Facilitator and Delegator due to similar high correlation. A quality teacher is someone who is capable to deliver interesting and effective lesson contents to students. This teaching and learning process will produce high quality teaching. Next, *Agreeableness* personality also has significant relationship with all teaching styles with the Expert, Formal authority, Personal model, Facilitator and Delegator teaching styles has intermediate correlation and while with the Facilitator teaching style, the correlation was prominent. This matter proved that teachers' personality will influence Malay language teachers' teaching style. This finding is in agreement with Azilah Abdul Rahman's (2009) findings among Mathematics teacher which is all personalities have a significant link with all teaching styles.

### Conclusion

This study expects to help teachers to enhance their good personality and teaching styles especially secondary school Malay language teachers. This is because, personality and teaching style were one of the factors of students' success. It is hope that through this research, suitable moves can be done to expand appropriate and beneficial education strategies for everyone. A group of sustainable and strong teachers in terms of personality and teaching style used are also important to achieve shifts in current education trend. It is clear that teachers' personality and teaching style is a crucial asset to produce quality and systematic teachers to educate the nations. This research is hoped to enhance teachers' quality of personality and teaching style especially secondary school Malay language teachers.

### Implications for Further Study

The finding could have some implications. Firstly, teacher personality will make students love to come to school and get the best result in examinations. This is because if teachers have a good personality student will love to come to school to get their knowledge. Additionally, the teaching style used are also important to make sure students get their best knowledges in their live. Teachers themselves could have their own creativity in teaching style. Such findings the best style of teaching every day. This also to make student more ambitious one and humble one.

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