The Relationship between Teachers’ Personality Types and Female High School Third Graders’ Achievement Motivation in Mashhad

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ABSTRACT: Motivation is considered as one of the most important prerequisites for training and learning. In the present world in which the students' behavior and achievement motivation are influenced by different factors such as the behavior and personality features of teachers to a large degree, it becomes more clear that enough care should be taken in the selection of teachers with desirable personality features, and that carrying research into this issue is of great importance. The present study intends to investigate the relationship between teachers’ personality types female high school third graders’ motivations for progress. These students studied Humanities in the academic year 2012-2013 in Mashhad. The method used in this research is of descriptive- correlational survey type. The population included all the female teachers and students at the third grade of state high schools in Mashhad. 350 students and 120 teachers were selected through multistep cluster randomized sampling. Two questionnaires- Freedman-Rosenman’s Type Questionnaire and Herman’s Achievement motivation- were used for data collection purpose. The statistic methodology used in this work included descriptive statistics-frequency, mean, and standard deviation – as well as inferential statistics. In addition, Cronbach’s alpha coefficient was used to assess the validity of questionnaires statistics. The results showed that there is a meaningful relationship between the teachers’ personality type and students' achievement motivation (P=0.035). The teaching record had a negative, significant effect on the students’ achievement motivation (P<0.05). There was also a statistically significant relationship between the type and the high level of expectations among students (P=0.020). Furthermore, the results indicated that there was no significant relationship between teachers’ personality types and the students’ willingness to do the complete homework among all students (P=0.26), and between the teachers’ age and the students’ motivation for progress (F=2.229).

Keywords: personality types, achievement motivation, Humanities, teachers, and students.

INTRODUCTION

Perhaps, personality can be regarded as the most fundamental issue in psychology since it is pivotal to the discussions on learning, motivation, perception, thinking, emotions, intelligence, etc. In fact, these are central components of any discussion of personality. The teacher is the most important agent who can provide students with optimal opportunities to achieve the educational goals. In teaching process, not only the experiences and professional views of teachers but also their personality affects the provision of opportunities for learning, change, and motivation among students (Ghazi, 2012).

Each teachers makes changes to the teaching-learning process based on his or her psychological structures and personality. So, paying attention to the psychology of a teacher especially to his or her personality is as important and effective as following educational theories (Afrouz, 2011).

Motivation is one of the most important pre-requisites of teaching-learning process (Ames, 1984). The achievement motivation contributes to the students’ learning, change, and efforts, and is effected, among others, by the teachers’ personality types (Reeve, 2005; translated into Persian by Seyyed Mohammadi, 2010). So, the identification of teachers' personality types that influence their performances in educational environments is among
the research priorities (Alagheband, 1996). The related studies show that in respect to learning, motivation is more important than intelligence, and that highly motivated individuals make most appropriate planning to utilize their time (Evans, 2002).

Based on the related literature, it is clear that the teachers' personality can work effectively in building achievement motivation since the teacher plays a crucial role in the teaching-learning process. As very important models, teachers can influence students' character and conduct. Through their personality, they can have desired or undesired effects on students' achievement motivation (Rahmati, 2008). Therefore, the present study intends to investigate the relationship between teachers' personality types (A and B) and students' achievement motivation. The research questions are:

Is there any relationship between the teachers' personality type (A and B) and the students' achievement motivation?
Is there any relationship between the teachers' personality types (A and B) and students' redoing the incomplete homework?
Is there any relationship between the teachers' personality types (A and B) and the high level of expectations among students?
Is there any relationship between the teachers' demographic factors (age and teaching record) and personality type with and students' achievement motivation?

**The Notion of Personality and Personality Type**

Experts in the field of personality and psychology have offered various definitions of personality. The word personality is, in fact, derived from the Latin Persona meaning a mask worn by the ancient Greek and Roman actors. This implicitly points to the fact that each individual's personality is like a mask worn on his/her face to distinguish him/her from others (Karimi, 2010, p.5).

Personality refers to certain patterns of behaviors and thinking ways which determine individual's adaptation to the environment (Atkinson et al. 1983). The personality is a model of mutual behaviors and social relationships. So, an individual's personality is a collection of ways he or she typically reacts to, or interacts with others. (Ferguson, 1970).

The word type is derived from the Greek word Tupos" meaning role or impression. In psychology, it means the certain physiological and psychological characteristics that distinguish people from one each other. In fact, Type shows the constant characteristics patterns or other characteristics which serves as criteria to classify people in some categories (Shamlou, 1998, p.146).

Karimi (2011) considers the personality type to be a collection of physical, mental and behavioral features that distinguish an individual from another.

The classification of the personality types into four categories A, B, C and D is the most accurate classification (Belikel, 1996). Also, a type F is mentioned in some resources (Karimi, 2010, p.143).

But, one of the most common personality classifications used by psychologists is the A and B personality type classification. Such behavioral patterns were presented by two Californian cardiologists Mayer Friedman and Rey Rosenman (Pervin, 2001). They showed that there is a different personality style which contributes to cardiovascular disease. Friedman and Rosenman called it type A.

The persons who are of A type personality are susceptible to physical and mental illness. They are characterized by these three criteria: 1) extreme sense of time urgency, 2) competition and ambition, 3) Aggression and hostility, especially when the situation is out of control (Rosen Han and Seligman, translated by Seyyed Mohammadi, 2011).

The type A individuals are so competitive, perfectionist, hardworking, ambitious, restless, hostile, and time-sensitive. They are anxious checking the time frequently (Cooper, 1993; translated by Ghorche Daghetti, Sharif Zadeh, 2009). The personality features of type A individuals tend to appear from the age of three or four. (Fridman and Rosenman, 1974). Unlike the type A individuals, the type B individuals have lower levels of competition, time urgency, and nervousness. They take the things easy and have a philosophical viewpoint that tells them to wait until everything is just right" (Sarafino, 2006, p.112). The type B individuals are so permissive, fond of life quality, regular and cautious (Karimi, 2010). They are perfectionists pursuing their progress but less competitive than type A (Yung, qtd in Schulttz, 2004).
Table 1. A Comparison of behavioral patterns in A and B Personality Tyos (Fatehi, 1387, p.51)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Type A</th>
<th>Type B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation and tone of speech</td>
<td>Fast, tough, rugged, sturdy, short</td>
<td>Slow, mild, consistent</td>
</tr>
<tr>
<td>Answering time</td>
<td>Quick to answer</td>
<td>Pause before answering</td>
</tr>
<tr>
<td>Face gestures and smile</td>
<td>Hostile, tangled eyebrows</td>
<td>Quiet, wide smile</td>
</tr>
<tr>
<td>Time urgent, pressing the fingers</td>
<td>Very much</td>
<td>Rarely</td>
</tr>
<tr>
<td>Trying to dominate others</td>
<td>Often risk taking</td>
<td>Rarely, Never</td>
</tr>
<tr>
<td>Work satisfaction</td>
<td>No, try to pass the steps</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Achievement Motivation

The term motivation" is derived from the Latin verb mover meaning 'move'. The general concept of motion reflects a general conception that motivation is the thing that causes us to make a move to do our duty. (Pintrich and Schunk, 1958; translated by Shahr Aray, 2007).

Achievement motivation means surpassing the barriers and tackling what is regarded to be difficult (Mouray, cited in Hejjell and Zigler, 1999). Generally, motivation refers to the reason for which someone does something (Berho, 2008, p.7). In fact, motivation is one’s inclination and eager to participate and succeed in activities in which success is dependant on one’s (Slavin, 2006, p.326).

The main scholars of achievement motivation are McClelland, Atkinson, Clark and Lowell (1961). They wrote a famous book entitled Achievement Motivation and expressed that: some people are more ambitious and try to get success (Atkinson, 1957). However, achievement motivation was academically formulated as a need by Murray for the first time (Bahrami, 2004). In fact, Henry Murray was the first researcher who presented achievement motivation as one of the twenty essential needs in 1938, and presented the Thematic Apperception Test (TAT) to evaluate various needs with the help of his colleague, Christiana Morgan (Khodapanahi, 2011).

A number of motivation theorists believe that there are different kinds of motivation (Ames, 1987; Ames and Archer, 1988; Atkinson, 1964; Kondri and Stoker, 1992; Deci, 1992). The scholars and researchers of human motivation have pointed to two general kinds of motivation-intrinsic and extrinsic - (Deci, 1975; Deci and Ryan, 1985). Various studies confirm the relationship between achievement motivation and different factors such as teachers and parents’ education, demographic features, prospective job, and so forth. (Bohrani, 1384).

Teachers provide the teaching environment and implement the education steps. Their orientation in the teaching-learning process provides a framework in which class motivation becomes a reality. The teachers who lack the required characteristics such as modeling, interest provoking, warm and sympathy, positive personality expectations and subject-matter expertise should know that no other learning element can be as suitable and effective as a good teacher (Karimi, 2011, p.184).
Barron, Carters, Ehto & Elliot, 1997). According to Atkinson (1957), individuals who have strong achievement motivation, they achieve higher success in tasks with intermediate level of difficulty. The school tasks involve taking some risk. As the difficulty of a task increases, the enjoyment followed by success increases (Gorman, 2010).

### Table 2. The characteristics of unmotivated and motivated students in doing tasks (Salimi, 2007, p.150)

<table>
<thead>
<tr>
<th>Motivated students</th>
<th>Unmotivated students</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose challenging tasks</td>
<td>choose easy tasks</td>
</tr>
<tr>
<td>do tasks without need for stimulation</td>
<td>need to be stimulated and motivated</td>
</tr>
<tr>
<td>have more concentration and attempt</td>
<td>have negative /neutral attitude toward</td>
</tr>
<tr>
<td></td>
<td>tasks and learning</td>
</tr>
<tr>
<td>have positive attitudes toward learning and doing tasks</td>
<td>Leave tasks incomplete</td>
</tr>
</tbody>
</table>

**Review of literature**

As no similar research has been carried into the subject under study, some studies done on achievement motivation and personality types inside Iran and abroad are presented here. Tahmasebi (2010) carried out a study on job satisfaction and personality types, and showed that type A individuals have higher job satisfaction than type B. Maher et al. (2007) stated that there was no significant relationship between personality types of A and B and use of various learning strategies. In a study conducted to determine the physical education teachers' personality type, Peimani Azad (2011) suggested that most PE teachers are of type A personality, and in spite of the fact that a characteristic of type A individual is seeking achievement, their occupational achievement was low.

In a study on relationship between stress and mental pressure with personality types, Tehrani et al. (2011), concluded that type A individuals show lower adaptation to pressure and stress, so they are more susceptible to stress. However, type B individuals enjoy better mental health. Having investigated the personality characteristics and students–teacher interaction in different countries, Walliz et al. (1990) expressed that the communicative skills of teachers were so effective on building a positive atmosphere for learning, and that effective teachers are very successful in establishing communication as well as methodological procedures (qtd in Glaser, 2008). Gels (1996) concluded that the type A students are more successful compared to type B students, and they are more motivated to continue postgraduate studies. In addition, type A students are more ambitious than type B students although their real performance may not be satisfactory (qtd in Karor and Shiyer, 1996). In a study conducted on the effects of teachers' qualification on the students' emotions, Glaser – Zikuda (2008) stated that the teachers' qualifications and personality type were highly effective on the students' anxiety and achievement motivation.

In a study performed by Winer (1965, qtd in Faraj Zadeh, 2010), they interrupted the students' tasks while they were doing them. He found that testees with high levels of desire for achievement inclined to continue doing their tasks after the interruption process. While the testees who had lower level of desire for achievement didn't continue their tasks again. So, students with higher achievement motivation showed made more attempt to resume doing their incomplete activities (Atkinson, 1980). Kerlinjer (1966) investigated the motivation literature and concluded that there was a significant relationship between the need for achievement and performances on given tasks in about 50% of the studies. (qtd in Balkham, 2008).

On their studies on relationship between motivation and efficiency, Smith (1964) and Occaner (1967) showed that not always people with high achievement motivation have the most effectiveness, and that not always people who have low achievement motivation have the lowest degree of progress (Cited by Kadivar, Javadi and Sajedian, 2010).

Imz (1984) showed that the variables that are related to class such as teacher-student interaction are linked to the students’ motivation regularly. Cool and Keith (1991) investigated the student-student interaction. They stated that doing homework has a direct relationship on the high school students’ motivation and educational achievement (Izakson, 1964, qtd in McColand, 1987). The results showed that individuals who have higher motivation tend to prefer problems with intermediate level of difficulty. They had a well-thought risk taking, because an easy task cannot satisfy progress-oriented individuals since everyone can do it. On the other hand, very difficult tasks are not worth of trying because everyone may fail. In a study to investigate the attitudes toward homework and quantity of homework with educational achievement, Cooper et al. (1998) showed that there is a weak relationship between assigning homework and educational motivation and achievement, and that there was a significant relationship between the tasks done at home and students' educational achievement.

In another study conducted by Bahrami and Rezvan (2006), they concluded that there was a significant relationship between the class structure, teaching methodology, teacher’s appearance, reinforcement-punishment
system, the value system of school, and the affective ties inside the school with achievement motivation. Keivan Zadeh et al. (2008) concluded that six variables—gender, accuracy of homework, achievement motivation, mother’s education, the age of parents’ involvement with educational issues—help to enhance achievement motivation. They showed that the student-teacher interaction has direct effects on the students’ educational motivation.

**METHODOLOGY**

As the present considers the distribution of population characteristics, the study is a correlational descriptive. It seeks to investigate the relationship between personality types and achievement motivation. In other words, none of the variables are manipulated, the researchers simply investigated the relationship between two variables—personality types and achievement motivation.

**Participants**

With regard to the fact that the population included all the teachers (2850) and third graders of Humanities in state girls’ high schools of the seven districts (7520) of Mashhad Education Office in the school years 2012-2013, the researchers used the multi-step cluster randomized sampling. The sample size was obtained through Cochran formula. The size is confirmed with Morgan table. The selected sample contained 120 out of 1200 teachers, 350 out of 3214 students, 12 out of 52 girls’ state high school in three districts. The researchers used two standard questionnaires to measure the variables as follow:

The personality type questionnaire of Friedman-Rosenman: This questionnaire included 25 items involving yes/no replies. It consisted of four factors as competitive, addiction to work, hostility, impatience, and restlessness. The validity and reliability of the questionnaire have been confirmed many times by foreign researchers. In addition, it has been adapted in conformance with Iranian norms, they are administered to teachers to determine the personality types. In the research by Shakerinia (2009), the reliability of the questionnaire was obtained to be 0.89 through Cronbach alpha coefficient. Also, in the study by Gerami et al. (1388), the reliability was calculated to be 0.62. In the present study, the questionnaire was answered by 120 teachers teaching third-grade Humanities subject matters, and the alpha Cronbach was calculated to be 0.77. In our scoring procedure, testees who scored above 12 were considered as type A individuals. The score upper than 20 indicated a very high inclination to type A, scores between 13-20 placed in type A, scores lower than 5 are considered as type B, and finally, scores between 5-13 are considered as the borderline of type A and B (but more inclined toward B).

The Achievement Motivation Test (AMT): This questionnaire is a pencil-paper one which was designed by Hubert Hermans and translated into Persian by Shekar Kan and Boroumand Nasab (2002). Firstly, Hermans has constructed 92 items and decreased them through cluster analysis coming up with 29 items which are in the form of incomplete sentences. After that, 29 items were constructed based on Likert scale in order to obtain homogenous questions. And, scores 4-1 or 1-4 are based on the achievement motivation strength ranging from 21-116. The high scores show high achievement motivation, but lower scores show lower achievement motivation. In a study on 11073 high school students -560 female and 513 male- in Saveh city and suburbs. Hooman and Askari (2000) calculated Cronbach’s alpha to be 0.803. In the current study, the questionnaire was administered to 350 high school Humanities third graders. The reliability was measured to be 0.776.

**Procedure**

After the preparation of the questionnaires, they were administered to 350 students and 120 teachers. In order to analyze data, SPSS software, version 18 was used. Both descriptive indexes—frequency, percent, mean, standard deviation and variance—and inferential indexes—Spearman correlation coefficient, variance analyze, ANOVA, Lon, Colom graph Smirnoff test to normalize index—were used. Also, Cronbach’s alpha was used to estimate the reliability of the questionnaire.

**RESULTS**

In order to analyze the answers of questions, firstly the dispersion of teachers’ personality types and students’ achievement motivation were considered. The results showed that type A had more frequency (48 participants), it means that individuals who are competitive, impatient and hostile (f=3), had high inclination to be placed in type A. And, 10 participants were of type B, they had low level of competition, time urgency and restlessness. Also, 59 teachers had mild personality and inclined to be placed in type B.
Table 3. The description of teachers' personality types indices

<table>
<thead>
<tr>
<th>Personality type</th>
<th>N</th>
<th>Mean</th>
<th>Max</th>
<th>Min</th>
<th>Std. Error</th>
<th>Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>48</td>
<td>14.65</td>
<td>19</td>
<td>13</td>
<td>0.235</td>
<td>1.631</td>
</tr>
<tr>
<td>B</td>
<td>10</td>
<td>5.80</td>
<td>8</td>
<td>4</td>
<td>0.327</td>
<td>1.033</td>
</tr>
<tr>
<td>Between A and B</td>
<td>59</td>
<td>9.76</td>
<td>12</td>
<td>6</td>
<td>0.217</td>
<td>1.664</td>
</tr>
<tr>
<td>Inclination to A</td>
<td>3</td>
<td>20.67</td>
<td>21</td>
<td>20</td>
<td>0.333</td>
<td>0.557</td>
</tr>
</tbody>
</table>

Table 4. The description of students' achievement motivation indices

<table>
<thead>
<tr>
<th>Variable</th>
<th>Score</th>
<th>N</th>
<th>Mean</th>
<th>Percent</th>
<th>Median</th>
<th>Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low achievement motivation</td>
<td>Lower than 50</td>
<td>2</td>
<td>44</td>
<td>0.31</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Average achievement motivation</td>
<td>50-83</td>
<td>151</td>
<td>73.55</td>
<td>40.99</td>
<td>76</td>
<td>78</td>
</tr>
<tr>
<td>High achievement motivation</td>
<td>83-103</td>
<td>193</td>
<td>89.90</td>
<td>57.76</td>
<td>89.00</td>
<td>86</td>
</tr>
<tr>
<td>Very high achievement motivation</td>
<td>Upper than 103</td>
<td>4</td>
<td>103.25</td>
<td>0.93</td>
<td>103</td>
<td>103</td>
</tr>
</tbody>
</table>

The results of the above tables show that 193 (67.76%) participants have high achievement motivation among students, it means that most students had high achievement motivation. Also, 151 students (40.99%) had average motivation, 4 student (0.31%) had lower motivation and 4 students (0.93%) had very strong achievement motivation.

**Question 1.** Is there any relationship between teachers' personality types (A and B) and students' achievement motivation?

Table 5. Correlation between teachers' personality types and students' achievement motivation

<table>
<thead>
<tr>
<th>Variables</th>
<th>Complete frequency</th>
<th>Frequency percent</th>
<th>Cumulative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>48</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>B</td>
<td>10</td>
<td>8.3</td>
<td>48.3</td>
</tr>
<tr>
<td>Balance between A and B</td>
<td>59</td>
<td>49.2</td>
<td>97.5</td>
</tr>
<tr>
<td>Sever inclination to A</td>
<td>3</td>
<td>2.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Low achievement motivation</td>
<td>2</td>
<td>0.57</td>
<td>0.31</td>
</tr>
<tr>
<td>Average achievement motivation</td>
<td>151</td>
<td>43.21</td>
<td>43.78</td>
</tr>
<tr>
<td>High achievement motivation</td>
<td>193</td>
<td>55.14</td>
<td>98.92</td>
</tr>
<tr>
<td>Very high achievement motivation</td>
<td>4</td>
<td>1.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As table 5 shows, the most frequency belonged to teachers who had an intermediate personality between type A and B (inclination toward type B) (49.2%). And, 55.14% had high motivation. The least frequency belonged to teachers with high inclination toward type A (2.5%) and 0.57% of the students had low motivation.

Table 6. A Comparison of means between type A and B

<table>
<thead>
<tr>
<th>Personality type</th>
<th>N</th>
<th>Mean</th>
<th>Std.</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>170</td>
<td>82.96</td>
<td>10.59</td>
<td>0.387</td>
<td>0.702</td>
</tr>
<tr>
<td>B</td>
<td>170</td>
<td>82.52</td>
<td>10.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As P is upper than 0.05, and t (independent t-test) was equal to 0.387, there is no difference between students’ achievement motivation in type A and B.

**Question 2.** Is there any relationship between teachers’ personality types (A and B) and inclination to try again to do incomplete homework among students?

Table 7. Correlation between the teachers’ personality type and the students’ inclination to redo incomplete homework

<table>
<thead>
<tr>
<th>Variables</th>
<th>Inclination to try again to do uncompleted homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality types of teachers</td>
<td>Correlation coefficient</td>
</tr>
<tr>
<td></td>
<td>0.060</td>
</tr>
</tbody>
</table>

According to table 7, the correlation between the students’ redoing incomplete homework and teachers’ personality types was 0.060. And, the level of significance was P=0.262, and upper than 0.05, so there is no significant relationship between them.

**Question 3.** Is there any relationship between teachers’ personality types (A and B) and increase in the level of students’ expectations?
Based on table 8, the correlation between increase in the level of students’ expectations and teachers’ personality types was R=0.125, it means that the high inclination of teachers toward type B caused an increase in the level of expectations. As P=0.020 and lower than 0.05, the hypothesis is confirmed. So, there is a relationship between teachers’ personality types and increase in the level of students’ expectation. The inclination toward type B showed higher expectations in students.

**Question 4.** Are there any relationship between demographic (age and teaching record) and teachers’ personality types and students’ achievement motivation?

By considering the effects of teachers’ demographic factors on the students’ achievement motivation through Regression analysis, the following results were obtained.

**Table 8. Correlation between teachers’ personality types and increase in the level of students’ expectations**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Increasing desires among students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ personality types</td>
<td>Correlation coefficient</td>
</tr>
<tr>
<td>Sig.</td>
<td>0.020</td>
</tr>
</tbody>
</table>

Table 9. Hierarchical multiple regression analysis

<table>
<thead>
<tr>
<th>Variables</th>
<th>R</th>
<th>R square</th>
<th>Balanced R square</th>
<th>df</th>
<th>Sig.</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching experience</td>
<td>0.121</td>
<td>0.015</td>
<td>0.011</td>
<td>1</td>
<td>0.041</td>
<td>4.211</td>
</tr>
<tr>
<td>Age, teaching experience</td>
<td>0.124</td>
<td>0.015</td>
<td>0.009</td>
<td>2</td>
<td>0.110</td>
<td>2.229</td>
</tr>
</tbody>
</table>

In the first step, the teaching record had the highest correlation coefficient as 0.015. Also, the F (Fischer) was 4.211, so, Regression model in the first step was significant in the level of 0.05.

Next, the teachers’ age had the highest correlation coefficient with students’ achievement motivation. With regard to F=2.229 (Fischer), the Regression analysis model was not significant.

Based on the results, the teachers’ work record had negative significant effects on the students’ achievement motivation (B=-0.18, T= 2.052, and P< 0.05), so there was no significant effect.

In fact, increasing the working record decreases the students’ achievement motivation due to these teachers’ getting accustomed to the routines and absence of use new methodologies.

**Table 10. Regression model to determine the achievement motivation**

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta coefficient</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fix</td>
<td>86.443</td>
<td>1.796</td>
<td>-0.121</td>
<td>48.125</td>
<td>0.000</td>
</tr>
<tr>
<td>Teacher’s teaching experience</td>
<td>-0.180</td>
<td>0.88</td>
<td>-2.052</td>
<td>0.041</td>
<td></td>
</tr>
<tr>
<td>Fix</td>
<td>83.933</td>
<td>5.259</td>
<td>0.1596</td>
<td>508</td>
<td>0.612</td>
</tr>
<tr>
<td>Teacher’s age</td>
<td>0.83</td>
<td>0.164</td>
<td>0.045</td>
<td>508</td>
<td>0.612</td>
</tr>
<tr>
<td>Teacher’s teaching experience</td>
<td>-0.230</td>
<td>132</td>
<td>-0.154</td>
<td>-1.747</td>
<td>0.82</td>
</tr>
</tbody>
</table>

Therefore, the linear relationship between working record and achievement motivation is confirmed.

**DISCUSSION AND CONCLUSION**

The personality of the teacher as a person who plays a crucial role in teaching and learning process, can contribute greatly to the students’ motivation and educational achievement. Based on the results, the teacher’s personality included the desired and undesired features that can greatly contribute to increase or decrease in students’ achievement motivation.

The results of study revealed that the mean of motivation in groups of students with type B teachers were higher than other types (86.19), and type A teachers were lower (81.00) than others. With regard to frequency, just 5.80% of teachers were placed in type B and 14.65% were placed in type A.

The results of students’ inclination to redo homework and increase in their expectation level showed that R equaled 0.060, so there was no significant relationship between the two variables. The students’ motivation increases when the learning homework: 1) is related to personal needs, interests and goals directly or indirectly, 2) the difficulty level is in way that they can do them successfully and inclined to redo incomplete homework (Bahari, 2012).

The results were consistent with Cooper et al. study (1998). They considered the relationship between weak relations in education. Also, the results of present study was not in the same line with some studies such as Henkkhausen (1987), Cool and Keith (1991) and Kerlinjer (1961). They showed that doing homework has a direct effect on achievement motivation.
With respect to R=0.125 between the students’ level of expectation and teachers’ personality types, it can be claimed that there is a significant relationship between the two variables. With the decrease in teachers’ scores and their more distance from the sever inclination toward type A, the motivation for increase in expectation level is enhanced. In fact, more inclination toward type B causes an increase in the students’ level of expectations. This is consistent with Glass (1996). Glass stated that the type A students were more ambitious than type B.

In order to investigate the relationship between teachers’ demographic factors and students’ achievement motivation, the two variable of teachers’ age and working record were studied. The multiple hierarchical Regression analysis revealed that the working record had a significant, negative coefficient with students’ achievement motivation, in other words, increase in the working record was accompanied by a decrease in the students’ achievement motivation, but the effect of teacher’s age was not significant.

**Limitation of the study**

The study is confined to female (female students and teachers), students are just female high school third graders of Humanities limitations in Mashhad in 2012-2013.

The study was of a survey and cross-sectional design including present time, not the past time. So, the performing of more related studies is necessary.

The teachers’ characteristics and personality types, and the way teachers and students answers the item were are out of researcher’s control.

**Suggestions and Implications Based on the Research**

- Acquainting teachers and principals with personality types and characteristics of each type and its relationship with students’ achievement motivation.
- Applying decisions to lead the teachers’ behaviors and other characteristics toward or close to the type B personality.
- Encouraging students to do their homework as well as possible because, as it was observed in the research, doing homework with more eagerness causes an increase in their achievement motivation.
- Attaching priority to the strategies for increasing students’ achievement motivation in school planning, and emphasizing on teachers’ awareness about the effects of their personality features on students’ achievement motivation.

**Suggestions for other Researchers**

The researchers can consider the effect of teachers’ personality types on the achievement motivation of different groups (in relation to age, gender, educational stage) and compare their results with the present study.

Regarding the importance of this subject, it must be noted that in future works, the students from different cities be studied, and the various predictive variables be reconsidered.

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