

EFFECTS OF TEACHERS' NEUROTICISM ON STUDENTS' MOTIVATION TOWARDS LEARNING

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ABSTRACT

The goal of this research was to examine how instructors' levels of neuroticism influence their pupils' desire to learn. The qualities of its teachers are often cited as the deciding factor in a school's prosperity or failure. This means that schools should take instructors' personalities carefully. This survey-based research has both descriptive and inferential goals. A total of 594 students from the University of Okara were used to compile the data. The data was gathered from students across disciplines to investigate how students felt their professors' neuroticism affected their desire to study. The researcher created her own research scale. The information was examined using both descriptive and inferential statistics. Student motivation was shown to be significantly affected by instructors' levels of neuroticism. A lot of pupils lose interest in studying because their teachers are neurotic. Therefore, institutions should analyze instructors' behaviors throughout the hiring process and provide further training to help them better manage their classrooms and inspire their pupils to study.

Keywords: Teachers' Neuroticism, Students' Motivation, Learning

Introduction

Quality education is the primary goal of every learning institution. The most significant aspect influencing the quality of education is the quality of instruction, which requires competent instructors with a positive attitude. Positive learning environments are greatly influenced by teachers. Over the last several decades, studies in educational psychology have shed much light on the nuanced dynamics of intrinsic motivation in educational settings. Although there is a great deal of literature on the topic of what influences students' motivation, the particular contribution of instructors' neuroticism has been the subject of surprisingly little research. In recent years, researchers have paid increasing attention to the idea that a teacher's character may have an impact on their pupils' want to learn.

Teachers' personalities determine how well they teach, which in turn affects their students' development as individuals and the quality of their educational experiences (Komarraju & Karau, 2005). Teachers are crucial to keeping their kids interested in school and eager to learn. The goal of the current research is to determine whether and how a teacher's own neuroticism influences their pupils' desire to learn.

In their responsibilities as guides, counsellors, resource people, researchers, and evaluators, teachers play a significant part in the lives of their students and communities. It is their responsibility to oversee the smooth functioning of the classroom. Students are highly affected by their teachers' personalities. Teachers have a wide range of personalities, as Tahir and

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Shah (2012) pointed out; unfortunately, pupils often gravitate toward those that exude negative qualities. Their findings suggest that a teacher's character influences their pupils' progress in the classroom.

According to Kumari, I. G., & Pradhan, R. K. (2014), argues that our personalities are nothing more than a shadow we cast on the world. Teachers may better meet the requirements of their pupils with the help of this prediction, which allows them to get the information and training they need to create an inspiring classroom setting. The goes on to define personality as the sum total of one's many characteristics and traits, which constitute their whole psychological make-up, Sosa, L. E., Njie, G. J., Lobato, M. N., Morris, S. B., Buchta, W., Casey, M. L., ... & Belknap, R. (2019). found that educators had a major impact on student achievement.

One of the most important parts of the Big Five model is neuroticism, which includes characteristics like nervousness, irritability, and a pessimistic outlook (Ongore, 2014). People who score higher on the neuroticism scale are more likely to experience a range of negative emotions. In contrast, those who score lower on the neuroticism scale tend to exude serenity, stability, and fortitude (Musili, 2015). According to the research of Hakimi et al. (2011), neuroticism is "a tendency to perceive and interpret realities negatively."

Learning is facilitated and propelled by an individual's intrinsic motivation. Demir and Budak (2016) argue that motivation is a behaviour, and that a lack of drive might reduce a student's chances of succeeding. Students' levels of motivation have a profound effect on their academic performance, their level of initiative, and their willingness to actively participate in their own education. Motivated pupils are better able to solve problems and perform at their best regardless of the difficulty of the task at hand.

Statement of the Problem

The primary goal of every school should be to inspire its students to study. While several variables contributed to students' motivation, the personalities of their professors had the most significant effect. Lack of student motivation is a direct result of instructors' neurosis. Unstable teachers might have a negative impact on student achievement. Students' mental health and resilience to learning are negatively impacted by their conduct, which causes stress and worry. Therefore, the purpose of this research is to investigate whether or not instructors' neuroticism has a negative impact on their pupils' desire to learn.

Objectives of the Study

The aims of this study were to:

1. The goal of this study is to collect data on how college students think their professors are affected by neuroticism.
2. To investigate how students' demographic data influences their impressions of teachers' neuroticism.
3. Examine how teachers' own levels of neuroticism influence their pupils' desire to learn.

Research Questions

1. Is there a difference in how male and female college students see the emotional stability of their professors?
2. Do male and female college students see their instructors differently when it comes to bad behaviour?
3. Do male and female students see professors differently when it comes to their lack of support?
4. Is there a difference in how male and female college students see their instructors' levels of self-awareness?
5. Is there a difference in how male and female college students see the neuroticism of their professors?
6. Is there a correlation between students' perceptions of instructors' self-awareness and their level of education?
7. How do students in different parts of the country see their instructors' emotional stability?
8. How do college students in different parts of the country see the unfavourable actions of their professors?
9. Do students in different parts of the country have different impressions about instructors' lack of enthusiasm for their education?
10. Does a teacher's neuroticism have an impact on their pupils' desire to learn?

REVIEW OF LITERATURE

The goal of this literature review is to give theoretical context for a study investigating the relationship between instructors' neuroticism and students' enthusiasm to learn. Following an overview of personality traits, a brief introduction to neuroticism, and a discussion of motivating learning, this literature review concludes by examining the impact that neuroticism has on students' desire to continue their education. The first half of the study explains why students are motivated to learn, while the second portion examines the consequences of instructors' neuroticism (Collie, Shapka, & Perry, 2011).

According to Skaalvik and Skaalvik (2018), cite a large body of research showing that instructors' emotions significantly impact students' motivation, learning, and academic success. Higher levels of neuroticism in educators have been linked to increased vulnerability to stress, burnout, and emotional weariness, all of which may reduce their ability to connect with their pupils and give quality lessons. In addition, Pekrun, Elliot, and Maier (2009) found that when students see their professors as emotionally unstable and unpredictable, they may feel increased worry and uncertainty, which may lead to a loss in desire to study.

Teachers' neurotic inclinations have a significant impact on the quality of instruction their students get. These inclinations have a deleterious effect on students' motivation since they

appear as negative emotional impacts and an unstable attitude toward them. The findings of this research have far-reaching consequences for the field of education, since greater understanding of instructors' levels of neuroticism will allow for more harmonious classroom dynamics and improved student outcomes.

A negative personality characteristic, neuroticism is linked to emotional instability. Characteristics of this personality type include pessimistic outlooks, irrational actions, a lack of interest in others, and unfavourable associations. Neurotic educators can't take criticism well and can't make choices (Thomas, 2021). Those who are more neurotic are more likely to experience mood swings, stress, worry, and irritability. Some instructors who go through dramatic personality changes on a regular basis may be very neurotic and overreact to stress. Both their professional and personal lives were negatively affected by their neurotic personality (Thomas, 2021).

Anxiety, a core feature of neuroticism, is connected to how one handles pressure and threats, both real and imagined. Those who score high in neuroticism, however, struggle to handle even the most basic of life's challenges. It's an overwhelming feeling that keeps people thinking negatively and feeling tense.

Anxiety, depression, and irritability are all symptoms of neuroticism, a core trait of personality (Kotov et al., 2010). Neurotic people are more prone to have extreme emotional reactions to stress and detect risks with a heightened sensitivity. Teachers who score higher on the neuroticism scale may display personality traits and teaching methods that reduce student engagement and productivity in the classroom.

Researchers in the past and present (Louisbury et al., 2007) have equated neuroticism with "negative affectivity," which they define as the propensity for a person to feel and express sadness, anxiety, and a gloomy outlook on life. Louisbury et al. (2007) suggest that "negative affectivity" is just another label for neuroticism. It's a disposition for experiencing distress, low self-esteem, and other unfavourable feelings. Negative emotions plague neurotic educators. Those prone to neuroticism may struggle with feelings of anger, sadness, and disappointment on a regular basis. Teachers who are unhappy and stressed could have a negative effect on their students' academic performance. They are more demanding of their own performance at work. It's a personality quirk that drives people to develop their analytical and deductive reasoning skills. Teachers who are less prone to neuroticism are less likely to experience unpleasant emotions, think negatively, and be too judgmental of students and colleagues alike (Jones & George, 2007).

Motivation

One of the most studied psychological notions in the field of education is motivation (Koenka, 2020). Since motivation provides the vital force that pushes human acts, the term itself stems from the Latin word "movere" meaning "to move" (Eccles & Schiefele, 1998; Jansen et al., 2022). In the academic world, the term "motivation" refers to the forces that push people to take action toward their goals (Schunk, Meece, & Pintrich, 2014). Understanding why students

behave the way they do and how it affects their academic success is at the heart of the study of academic motivation (Schunk et al., 2014).

Motivation is a powerful driving factor since it elucidates the meaning behind an individual's activities. It's the ever-evolving mechanism that motivates people to take action and keeps them going. Motivation, for instance, is the engine that propels us toward our objectives and enables us to persevere through our challenges. Motivation, in a nutshell, is the catalyst that ignites efforts that bring one closer to their goals. It includes all of the factors—physical, psychological, and interpersonal—that set off an individual's actions (Cherry, 2022). There are two primary sources of drive in the world. The two main types of motivation are intrinsic and extrinsic.

Several studies suggest that students' motivation is increased by pleasant feelings after making a mistake (Kimura, 2010), which may lead to more innovation and creativity in the classroom. In another study, Frenzel et al. (2011) looked at how instructors' different emotions affected their students' motivation and found that happiness encouraged enthusiastic teaching whereas anger had the opposite impact.

According to Sutton and Wheatley (2003), students attribute professors' wrath to a lack of effort on their behalf, while students attribute teachers' compassion or pity after failure to a lack of faith in their skills. Therefore, the explanation that the error was the result of laziness rather than incompetence is more likely to drive the student to improve.

Methodology

This chapter provides a detailed description and justification of the methodology and procedure of present investigation of the population of the study, research scale, their validation and pilot testing, sampling procedures for collection of data and analysis through statistical techniques are also describes. The executive objective of this study was to examine the effects of teachers' neuroticism on students' motivation towards learning.

Research Design

The researcher was aimed to find out the motivation of students towards learning as a result of teachers' neuroticism. This research design was descriptive as well as inferential in nature and a survey research technique was used to find out the effects of teachers' neuroticism on students' motivation towards learning. This study also compared the perception of students about their teachers.

Population of the Study

All students of university of Okara were population of this research study.

Sample and Sampling Technique

A convenient sampling technique was used to select sample. In which BS, MA, M.Phil. and Ph.D. students selected from all programs. In this process out of 700 students 594 students

fill the questionnaire and 106 students did not fill or return. Data were collected from male students (n=250) and female students (n=344).

Data Collection Instrument

A self-developed questionnaire is used for collection of data from male and female students from University of Okara. Data for this research work was collected through questionnaire, and analysed by using SPSS version 26. Pearson product-moment correlation coefficient (Pearson's r) was practice to examine the Correlation between variables.

Development of Research Tool

Keeping in understanding the objectives of the study one questionnaire on Likert scale was prepared, developed for students to take their views and required information of the respective respondents. A set of self-administered Questionnaire for students was consisted on 35 questions having two sections (a. demographic information) and (b. statements) with multiple options (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree) to calculate the result.

Validation of research scale

To achieve the required objectives of the study, the self-administered questionnaire was passed through some process of selection and rejection before its final stage. All the possible effort of the researcher was made to set the questionnaire as per the requirement of the objective of the study for collecting the relevant information of the respondents. All statements were developed in the guidance of supervisor (assistant professor) and peers review process even from foreign Ph.D. scholar of psychology (3-year experience of lecturer ship). Then the researcher consulted an English language expert for grammatical corrections. When the language was grammatically corrected, the research scales was sent to subject matter experts. After the validation of research scale, it was named Teachers' Neuroticism and Students' Motivation Scale (TN-SMS). The research scale was comprised of 35 statements.

TN-SMS for students

The TN-SMS for students was developed to measure the effects of teachers' neuroticism on students' motivation towards learning. There were 35 items having 4 factors related to teachers' neuroticism (research scale given in the appendix B).

Pilot Testing

Pilot testing of the TN-SMS for students was administered by the researcher herself. Each statement was developed on a five-point Likert scale and had options like strongly agree, agree, neutral, disagree, and strongly disagree. One hundred students were selected through convenient sampling technique from the population for pilot testing

Reliability Test

A reliability test is conducted to determine the questionnaire's usefulness. Because of this, it is important to verify the data's veracity moving on to more complex analysis. Consider Cronbach Alpha, which is desired as:

Table Reliability of TN-SMS

Cronbach Alpha	Value of internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 \leq \alpha \leq 0.8$	Good
$0.8 \leq \alpha \leq 0.7$	Acceptable
$0.7 \leq \alpha \leq 0.6$	Questionable
$0.6 \leq \alpha \leq 0.5$	Poor
$0.5 < \alpha$	Unacceptable

In terms of Cronbach Alpha, the computed result is 0.89 which is great. Consequently, our next computational discoveries are dependable and efficient because of Cronbach Alpha's efficient value.

Results of the study

Data have been analysed through the usage of Statistical Package for Social Sciences (SPSS). The information turned into saved with in the statical Package for social sciences (SPSS) version 26. To evaluate the data and calculate the percentage of each choice frequency was used. (One-way ANOVA, Two-way ANOVA) and t-test as a contingency test was used to obtain statistical analysis findings.

Demographics Description of the Respondents

This section presents the demographic data of the respondents, including their gender, age, education level, and region. There were 700 students in the sample, and 594 of them filled out the surveys. The following demographic information is provided:

Table. 1

Gender

Students	Frequency	Percent	Cumulative percentage
Male	250	42.09	42.09
Female	344	57.91	100.0

Total	594	100	
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According to Table 4.1, 344 female and 250 male college students participated in the study. Despite recruiting 700 male and female students at random, only 594 participated in the current study. There was a very high percentage of participation (84 percent). According to the data shown above, 57.91 percent of respondents were female and 42.09 percent were male. The response rate of female university students is clearly determined to be higher than that of male university students.

Table .2

Locality

Locality	Frequency	Percent	Responded	Percent
Urban	350	50	287	48.32
Rural	350	50	307	51.68
Total	700	100	594	100

Research Question 1: Is there a difference in how male and female college students see the emotional stability of their professors?

Table .3

How college students of different sexes see their professors' emotional stability

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	108.913	1	108.913	7.429	.007
Within Groups	8649.816	590	14.661		
Total	8758.730	591			

Table reveals that at the 0.05 level of significance, F (7.429) is the most important. This model has a p-value of 0.007. The p-value is less than the threshold for significance. This demonstrates that pupils' views of their instructors' emotional stability vary widely.

Research Question 2: Do male and female college students see their instructors differently when it comes to bad behaviour?

Table .4

Gender differences in how college students perceive hostile conduct from instructors

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36.641	1	36.641	2.563	.110
Within Groups	8462.665	592	14.295		
Total	8499.306	593			

F (2,563) was the non-significant value ($p > 0.05$) in this table. For this model, the significance level is 0.110. There is no statistical significance, since the p-value is too high. It demonstrates that there is no statistically significant variation in how pupils view instructors' bad conduct.

Research Question 3: Do male and female students see professors differently when it comes to their lack of support?

Table .5

Students' views on instructors' lack of assistance, broken down by gender in higher education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	374.420	1	374.420	17.573	.0001
Within Groups	12613.337	592	21.306		
Total	12987.758	593			

The F-statistic value of 17.573 was statistically significant at the $p < 0.05$ level, as shown in this table. For this model, the significance level is 0.0001. The p-value is less than the threshold for significance. This finding demonstrates that there is a clear gender gap in how male and female pupils perceive their professors' lack of supervision.

Research Question 4: Is there a difference in how male and female college students see their instructors' levels of self-awareness?

Table .6

Students' assumptions about their professors' levels of modesty vary by gender.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	883.878	1	883.878	6.174	.013
Within Groups	84745.213	592	143.151		
Total	85629.091	593			

At the 0.05 level of significance, table displays F (6.174). For this model, the significance level is 0.013. The p-value is less than the threshold for significance. This demonstrates that students' views of their professors' levels of self-awareness vary widely.

Research Question 5: Is there a difference in how male and female college students see the neuroticism of their professors?

Table .7

Students' bad impressions of faculty based on their knowledge of such conduct

(I) Education	(J) Education	Mean Difference (I-J)	Sig.
Bs/BSc	MA/Med	2.10224*	.001
	MPhil/MS	1.80891*	.018
MA/Med	Bs/BSc	-2.10224*	.001
	MPhil/MS	-.29333	.733
MPhil/MS	Bs/BSc	-1.80891*	.018
	MA/Med	.29333	.733

Table reveals that at the p0.05 level, there is a statistically significant difference between instructors with a BS/BSC and those with an MA/M.ed in terms of their pessimism. Perceptions of instructors' unfavourable attitudes were greater among those with a BS/BSC than among those with an MA/M.Ed.

Teachers' pessimism is significantly different between those with a BS/BSC and those with an MPhil/MS, with a mean difference of 1.80891. The unfavourable attitudes of instructors were seen to a greater extent in the eyes of those with a BS/BSC than those with an MPhil/MS.

At the p0.05 level, the unfavourable attitudes of instructors differed significantly by a mean of -2.1022 between those with an MA/Med and those with a BS/BSC. The unfavourable attitudes of instructors were seen more positively by those with an MA/Med than by those with a BS/BSC.

When comparing instructors with MA/Med and MPhil/MS degrees, there was no statistically significant difference in negative outlook (mean difference, 0.2933) between the two groups ($p > 0.05$). Teacher negativity was seen to a lesser extent by those with an MA/Med than those with an MPhil/MS.

The unfavourable attitudes of educators differed significantly by educational background, with a mean difference of -1.8089% between those with an MPhil/MS and BS/BSC ($p < 0.05$). The unfavourable attitudes of instructors were seen as more of a problem by those with an MPhil or MS than by those with a BS or BSC.

At $p > 0.05$, there was no statistically significant difference between the perceptions of teachers with an MPhil/MS and those with an MA/Med, with the mean difference being 0.2933. This reflected the fact that the perceptions of teachers with an MPhil/MS were lower than those of teachers with an MA/Med.

Research Question 6: Is there a correlation between students' perceptions of instructors' self-awareness and their level of education?

Table .8

Students' impressions of faculty members' awareness of their own competence

(I) Education	(J) Education	Mean Difference (I-J)	Sig.
Bs/Bsc	MA/Med	7.06491*	.001
	MPhil/MS	3.53158	.145
MA/Med	Bs/Bsc	-7.06491*	.001
	MPhil/MS	-3.53333	.195
MPhil/MS	Bs/Bsc	-3.53158	.145
	MA/Med	3.53333	.195

At the $p < 0.05$ level, there was a statistically significant difference in teachers' levels of self-awareness between those with a BS/BSC and those with an MA/M.ed, with the mean difference being 7.0649. The self-awareness of instructors was rated better by those with a BS/BSC than by those with an MA/M.Ed.

The mean difference (3.5316) between instructors with a BS/BSC and MPhil/MS was not statistically significant ($p > 0.05$). Teachers' self-awareness was shown to be lower among those with a BS/BSC compared to those with an MPhil/MS.

At the $p < 0.05$ level, there was a statistically significant difference between instructors with an MA/Med and those with a BS/BSC in terms of their sense of self-confidence (mean difference: -7.0649). Teachers' self-awareness was rated better in the eyes of those with an MA/Med than those with a BS/BSC.

There was no statistically significant difference in instructors' levels of self-awareness between those with an MA/Med and those with an MPhil/MS (mean difference, -3.5333;

$p > 0.05$). Perceptions of instructors' self-awareness were shown to be lower among those with an MA/Med compared to those with an MPhil/MS.

At $p > 0.05$, there was no statistically significant difference in teachers' levels of self-awareness between those with an MPhil/MS and those with a BS/BSC (mean difference: -3.5316). Perceptions of instructors' self-awareness were shown to be lower at the MPhil/MS level than at the BS/BSC level.

At $p > 0.05$, there was no statistically significant difference in instructors' levels of self-awareness between those with an MPhil/MS and those with an MA/Med (mean difference: 3.5333). Perceptions of instructors' self-awareness were shown to be lower among those with an MPhil/MS compared to those with an MA/Med.

Research Question 7: How do students in different parts of the country see their instructors' emotional stability?

Table .9

How students in different regions of the country view their professors' mental health

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.570	1	6.570	.443	.506
Within Groups	8752.159	590	14.834		
Total	8758.730	591			

F (0.443) was the non-significant value at $p > 0.05$, as shown in this table. This model has a p-value of 0.506. There is no statistical significance, since the p-value is too high. It demonstrates that there is no statistically significant variation in students' impressions of instructors' emotional instability by region.

Research Question 8: How do college students in different parts of the country see the unfavourable actions of their professors?

Table. 10

How students at one institution feel about the bad conduct of their professors depends on where they live.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.507	1	.507	.035	.851
Within Groups	8498.799	592	14.356		
Total	8499.306	593			

Table reveals that the F value (0.035) did not meet the p0.05 significance threshold. This model has a p-value of 0.851. There is no statistical significance, since the p-value is too high. This finding demonstrates that students' perceptions of instructors' bad attitudes are not significantly influenced by their location.

Research Question 9: Do students in different parts of the country have different impressions about instructors' lack of enthusiasm for their education?

Table 11.

How students in different regions of the country see their professors' lack of enthusiasm

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.985	1	3.985	.182	.670
Within Groups	12983.772	592	21.932		
Total	12987.758	593			

F (0.182) was the non-significant value at $p > 0.05$, as shown in this table. The model's p-value is 0.670. There is no statistical significance, since the p-value is too high. Students' reports of a generally negative stance on the part of their professors do not vary much by region.

Research Question 10: Does a teacher's neuroticism have an impact on their pupils' desire to learn?

Table 12.

Neuroticism in the classroom and its impact on students' desire to learn

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4784.307 ^a	20	265.795	.746	.001
Intercept	200266.473	1	200266.473	562.366	.001
Teachers Neuroticism	4784.307	20	265.795	.746	.001
Error	204053.362	573	356.114		
Total	769472.000	593			

This two-way ANOVA is shown in this table. Students' motivation serves as the dependent variable, with instructors' neuroticism serving as the independent variable in this model. We get an F-statistic of 0.746 for teachers' neuroticism and a value of 562.366 for the intercept. This model has a (p0.05) p-value of 0.001. Thus, there is strong statistical support for these findings. The study found that pupils' motivation decreased when their lecturers exhibited high levels of neuroticism.

Findings

The following conclusions were drawn from the study goals;

- College students have different perceptions of their professors' neuroticism. Teacher responses revealed a wide range of emotional instability, negative conduct, unsupportive attitudes, self-consciousness, and general neuroticism.
- The views of the pupils varied greatly depending on their gender. As a whole, female students thought their professors were more unstable emotionally, negative, unsupportive, self-conscious, and neurotic than their male counterparts did.
- The views of students with varying academic backgrounds varied widely. Teachers' emotional instability, negative conduct, unsupportive attitudes, self-consciousness, and general neuroticism were more often seen by undergraduates than by postgraduates.
- Students' comments varied greatly by age group. Generally speaking, younger pupils have a more unfavourable impression of their professors' emotional stability, conduct, attitudes, self-awareness, and neuroticism than older students do.
- There were noticeable differences in the perspectives shown by students from various regions. Students in metropolitan regions are more likely than those in rural areas to report that their professors exhibit neuroticism, emotional instability, bad conduct, unsupportive attitudes, self-consciousness, and other negative personality traits.
- The research showed that instructors' neuroticism had a detrimental impact on their pupils' enthusiasm to learn. Lower levels of motivation were reported by students whose professors were regarded to have greater degrees of neuroticism, which includes emotional instability, negative conduct, unsupportive attitudes, self-consciousness, and general neuroticism.

Discussion

The benefits of education on the students' lives are obvious. Colleges and universities are tasked with spreading a love of learning, an appreciation for new information, and the ability to think creatively. Teachers have a pivotal part in the educational process, and their outlook has a direct impact on students' desire to study.

The research aimed to determine whether and how much students' desire to learn was affected by instructors' levels of neuroticism.

This study's findings provide strong support to the idea that instructors' levels of neuroticism have an impact on their students' drive to learn. Both the good and bad qualities of teachers have an impact on their students' desire to learn and their ability to do so. Previous research confirms the reliability of these results. This research looked at how instructors' levels of neuroticism affected their pupils' desire to learn. The data show that there is a strong correlation between instructors' neuroticism and students' motivation, providing insight into the complex dynamics of the classroom. If a teacher is anxious and stressed out, it might rub off on their pupils and dampen their interest in learning (Patall & Messersmith, 2011). When teachers are unhappy at work, it has a chilling effect on their classrooms. Petitta, Probst, Barbaranelli, & Caprara (2017) found that students were less engaged in class when their lecturers displayed negative emotions. This setting may dampen students' interest in studying and prevent them from actively participating in class.

The study's findings shed light on the critical connection between instructors' neuroticism and its effect on students' drive to learn. This study's results highlight the importance of instructors' personalities, particularly teachers' neuroticism, in setting the tone for the classroom and affecting the behaviour and outlook of their pupils.

This study's findings highlight the value of going beyond the confines of conventional pedagogy to appreciate the many facets that make up the educational process. Teachers play a significant role in students' lives and have the ability to shape not just their academic knowledge but also their emotional experiences in the classroom. Knowing that there is a link between instructors' neuroticism and students' motivation is a powerful reminder of the importance of the emotional environment of the classroom to the learning process. Smith and colleagues (2017) discovered that instructors high in neuroticism show more negative emotional expressions, which may have an effect on their students' attitudes toward the classroom. Furthermore, studies by BRowN, M., & JohNSoN, T. I. M. (2019), showed that instructors with high levels of neuroticism may have difficulty with classroom management, which may lead to disruptions that can lower student motivation.

Previous research by Pianta, La Paro, & Hamre (2012) indicates that neuroticism has a considerable impact on students' willingness to learn. This research has far-reaching ramifications for many areas of schooling. It stresses the need, first and foremost, of creating a setting that is both physically comfortable and emotionally safe for students to study. Since teachers' moods have a major influence on their kids' motivation, schools should prioritize programs that boost their instructors' emotional health. By helping educators handle their own mental health, we can help cultivate an upbeat learning environment that attracts and retains students' attention and interest.

Furthermore, this research highlights the need of rethinking how educators are educated. Teachers may be equipped to deal with the challenges of the classroom via the incorporation of emotional intelligence development and interpersonal skills training into these programs. Institutions of higher learning may tap into the ability of educators to mold self-motivated and

resilient students if they provide instructors with tools to regulate their own emotions and cultivate healthy teacher-student interactions.

This research adds to the growing body of evidence supporting this concern by illuminating the substantial effect that instructors' neuroticism has on students' desire to learn. As educational systems change, we hope these findings will be used as a springboard for improvement, leading to a concerted effort to prioritize teachers' health and emotional intelligence and, ultimately, creating a classroom environment where curiosity, engagement, and achievement flourish.

Conclusion

The purpose of this research was to examine how instructors' levels of neuroticism influence their pupils' desire to learn. The results indicate that students' desire to learn is negatively impacted when their teachers exhibit neuroticism.

Teachers have been shown to have a significant impact on their students' willingness to learn, and the correlation between their own neuroticism and that of their pupils' is an indication of this. Anxiety, irritability, and emotional instability are all symptoms of neuroticism, which may have unintended consequences in the classroom. Second, instructors who are neurotic would have trouble dealing with problems in the classroom, which would have a negative impact on their ability to instruct. Challenges may arise in areas such as classroom management, meeting the needs of individual students, and creating an upbeat and supportive atmosphere for education. Therefore, pupils may become less motivated owing to a lack of academic direction and safety. This study's findings showing a teacher's level of neuroticism has a substantial impact on students' willingness to learn are supported by a large body of prior research. Teachers who are anxious or emotionally unstable may unintentionally transmit their own stress and unpleasant emotions to their pupils. Students' emotional experiences and, by extension, their desire to actively engage in the learning process, may be affected if their professors exhibit neurotic traits. Emotional signals are picked up on by students very quickly. Furthermore, this study provides a useful foundation upon which to build.

Recommendations

The following suggestions are made with this in mind;

- The institution has a responsibility to keep its students enthusiastic about studying.
- A licenced psychologist should be part of the selection committee that interviews and chooses new instructors so that their demeanour may be evaluated objectively.
- Regular formal programs/training sessions on behavioural management should be arranged for instructors by the department/University.
- It is important for the department to hear from students on their instructors' classroom conduct.

- It's important to look into concerns about instructors' troubling conduct as soon as possible.
- The department must protect the identity of the complainant.
- The correct policy for evaluating instructors' conduct should be established by the university.
- It is best to get advice from professionals in the area when implementing regulations including the study of instructors' conduct.
- Students should feel safe approaching the department head with concerns regarding disruptive instructor conduct.
- Seminars on educating faculty members' behaviours should be offered at the university level.

Suggestions for Future Research

The following is a list of ideas about where future studies may go:

- The impact of a teacher's neuroticism on their students' drive to learn was the subject of the current investigation. The big five personality qualities are recommended as a topic for further study.
- While this study used a quantitative approach, future studies may potentially benefit from a qualitative methodology.
- Pakistani academic institutions should be included in future studies.
- The study options should also include private institutions.
- The consequences of hiring educators without first conducting a psychological evaluation need the attention of a separate study.
- Research into behavioural analysis from a gendered perspective is needed.
- There has to be more investigation into how university presidents feel about neuroticism.
- Researchers recommend include sociodemographic factors in future research on neuroticism.

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