

The Influence of Personality Traits on Teachers' Communication Styles

Nasrulla Ahmed¹, Assoc. Prof. Dr. Suzana Suhailawaty Binti Md. Sidek², Dr. Lawsha³ Mohamed, Asifa Abdulla⁴

1. Introduction

Teachers' traits have a significant influence on their teaching perspectives, pupil retention, and satisfaction, while constant and effective communication is critical to improving the excellence of educational institutions (Dhillon & Kaur, 2023; James H. Stronge, 2018). Teachers' communication styles, which are influenced by their fundamental personality traits, have a direct impact on overall educational quality (Ahmed & Naqvi, 2015). Research has demonstrated that a teacher's personality may be an effective instrument for creating a good and productive learning environment (Ahmed & Naqvi, 2015; Dhillon & Kaur, 2023). The current study examined the influence of personality traits on teachers' communication styles. Teachers' ideas, feelings, and credibility, molded by personality traits, are critical to their ability to transmit information and promote an effective learning environment (Buttner et al., 2015; Renta Davids et al., 2017). According to Costa et al. (1995) personality is permanent patterns of thinking, feeling, and behaving that identify individuals, and it plays an important role in how educators interact with their students and approach education.

Recent research underscores the critical role of personality in influencing teacher performance, with effective communication being a key determinant of educational excellence (Buttner et al., 2015; Dhillon & Kaur, 2023). Personality, as noted by Yunus et al. (2018) reflects the psychological makeup of an individual, shaping their behavior and interactions, while communication style encompasses both verbal and non-verbal cues that signal how meaning should be interpreted (Wu et al., 2019). This includes aspects such as tone, pitch, speech patterns, gestures, posture, body movements, facial expressions, and eye contact (Marianna & Marianna, 2018). The present study seeks to explore how personality traits influence teachers' communication styles, aiming to provide a deeper understanding of how specific personality characteristics shape educators' interactions with students. By examining this relationship, the study offers valuable insights that can help teachers refine their communication strategies, ultimately enhancing teaching effectiveness and fostering better learning environments.

2. Key Concepts And Variables

Personality Traits

Researchers have long explored the significance of personality traits in the teaching profession (Longtin et al., 2022; Martin, 2008; Roloff et al., 2022; Solaja et al., 2016). Nonetheless, data connecting these characteristics to instructional efficacy has been scarce. This is mostly attributable to the lack of comprehensive conceptual frameworks that explicitly link personality qualities to educational results (Klassen & Tze, 2014). The intrinsic complexity of the interactions among personality-related characteristics hampers their investigation, leading to ambiguous and even contradicting discourse over the most successful interventions (Allemand & Flückiger, 2017; Connor-Smith & Flachsbar, 2007).

Personality traits denote enduring and stable patterns of cognition, emotion, and behavior that characterize an individual's usual reactions across diverse circumstances across time. Trait psychology is predicated on the notion that individuals regularly alter their standings along fundamental personality variables over time and across different settings. The Five-Factor Model, referred to as OCEAN (openness, conscientiousness, extraversion, agreeableness, and neuroticism), is the predominant framework for classifying these attributes. Each of these overarching dimensions can be subdivided into narrower aspects, providing a more nuanced and thorough comprehension of an individual's personality (Blair, 2024).

Numerous models and frameworks have developed over the years to classify and assess these features, with the Big Five personality traits model being among the most generally recognized in modern psychology research. The Big-5 model offers a multidimensional framework for describing personality through the evaluation of five principal traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism (Sari et al., 2018). Although the five-factor model is widely accepted, some scholars contend that personality could be more accurately represented by either more fundamental features or fewer, proposing other frameworks to encapsulate its intricacies (Blair, 2024). The predominant instruments for assessing personality traits include the Big Five Personality Traits (OCEAN), NEO Personality Inventory (NEO-PI-R) (Costa and McCare 1992), Myers-Briggs Type Indicator (MBTI) (Myers, 2003), Minnesota Multiphasic Personality Inventory (MMPI) (Hathaway, & McKinley, 1943), 16 Personality Factor Questionnaire (16PF) (Cattell, Eber, & Tatsuoka, 1992), Eysenck Personality Questionnaire (EPQ) (Eysenck & Eysenck, 1975), among others.

To comprehend the concept of personality, researchers have developed several personality frameworks, each offering different levels of evidence in terms of reliability and validity (Kim et al., 2019). For instance, HEXACO (Ashton & Lee, 2007), Myers indicator (Myers & Myers, 1998). According Pandey and Kavitha (2015) personality is derived from the Latin word *Persona* which means a cover or mask used by actors in the play to represent their character and personality. Furthermore, the researchers identified five key factors of personality, including the fact that individuals with high energy often generate positive emotions. Openness involves a love for new experiences, creativity, and a wide range of interests (McCrae & Greenberg, 2014). Conscientiousness is characterized by self-discipline, organization, and goal-directed behavior. Extraversion describes people who are social, energetic, and gain energy from interactions with others. Agreeableness reflects compassion, cooperation, and empathy toward others. Neuroticism involves emotional instability, including anxiety, mood swings, and vulnerability to negative emotions. Buttner et al. (2015) found a positive correlation between job performance and the personality traits of extraversion, agreeableness, conscientiousness, and openness to experience, and a negative correlation with neuroticism.

Research has thoroughly examined several characteristics of teacher personality and their affecting variables (Kafi et al., 2023; Kim et al., 2018; Scheepers et al., 2014). These research looked at how diverse educator personality traits, behaviors, and features influence teaching effectiveness, student results, and classroom dynamics. These studies have investigated various aspects, such as effective communication, assertive communication, workplace dynamics, personality changes, the relationship between coping and personality, the importance of personality roles, the relationship between communication strategies and personality, the relationship between students' issues and teacher personality, the relationship between teacher efficacy and personality traits, and the impact of personality traits. Furthermore, research has looked at the effects of external and contextual elements on teacher personality, such as cultural influences, professional growth, and the larger educational environment (Allemand & Flückiger, 2017; Buttner et al., 2015; Connor-Smith & Flachsbart, 2007; Costa et al., 1995; Dhillon & Kaur, 2023; Ding et al., 2022; Klassen & Tze, 2014; Marianna & Marianna, 2018; Sims, 2017; Wu et al., 2019; Yunus et al., 2018). Additionally, research has investigated the impact of external and contextual factors on teacher personality, such as cultural influences, professional development, and the broader educational environment (Che et al., 2023; DeVillar & Jiang, 2010; Malm, 2009; Olivier, 2001; Yasin et al., 2024). Comprehending these qualities is essential for recognizing the intricate ways in which teacher personality influences the teaching-learning process and fosters educational achievement.

Communication styles

Effective communication is crucial in education, establishing the basis for a constructive learning environment and underscoring its significance in diverse contexts (Ezinwa, 2024; Khuman, 2024; Longtin et al., 2022; Morreale et al., 2017). In addition Marianna and Marianna (2018) assert that the efficacy of teaching and learning is intricately linked to the quality of classroom communication, and improving this communication through the analysis of instructors' communication styles is vital for attaining teaching excellence. In educational settings, the quality of teacher communication is a crucial factor in defining the classroom atmosphere and affecting student learning results (Imran et al., 2023).

The notion of communication styles spans a wide variety of variables connected to human communication, although Norton's Norton (1978) definition is one of the most frequently accepted. According to Norton (1978), "communicator style" refers to how people use verbal and nonverbal indicators to communicate how

the literal meaning of a communication should be perceived or comprehended. This style is operationally characterized by nine independent factors and one dependent variable that all impact and shape communication. Prasadana (2018) explains that communication originates from the term "community," which refers to the process of bringing people together. This concept highlights the idea of resemblance and togetherness.

Further research defines communicator styles as the methods individuals use to convey meaning through spoken and written words, including integrating student input and feedback into presentations and lectures. Individuals display variations in their communication styles based on differences in their inherent traits (Norton, 1978). Psychological theories underpin several other approaches to communication styles, among which the Myers-Briggs Personality Inventory is one of the most well-known. All these models share the underlying premise that variations in communication behavior stem from an individual's inherent temperament or personality traits (Martin, 2008).

Comprehensive studies have been undertaken on multiple aspects of teacher communication styles, specifically analyzing their direct effect on effective teaching and learning outcomes (Marianna & Marianna, 2018), the influence of teacher interactions on students (Imran et al., 2023), communication education, emphasizing its critical role in both content and pedagogical methods (Morreale et al., 2017), communication and administration (Ezinwa, 2024), the impact of communication (Khuman, 2024), and the relationship between personality and communication (Dhillon & Kaur, 2023), among others.

According to De Vries et al. (2009) widely used tools for evaluating general communication styles include Norton's (1978, 1983) Communication Style Measure (CSM) and Burgoon and Hale's (1987) Relational Communication Scale (RCS), (as summarized in the review by Rubin, Palmgreen, and Sypher, 1994), Communication Style Scale (CSS) (Gudykunst et al., 1996). The primary dimensions of communication styles are typically categorized as assertiveness, responsiveness, and versatility or flexibility (Martin, 2008). Assertive communication behaviors are characterized by a proactive, dominant, and at times, aggressive stance. Assertiveness is closely linked to a dominant communication style, reflecting a high degree of control or influence in interactions. Versatility, in contrast, refers to the capacity to adapt one's communication approach to meet the demands of varying situations. This dimension plays a pivotal role in effective communication, as it enables individuals to discern contextual differences and adjust their communicative strategies accordingly (Marianna & Marianna, 2018). This adaptability is essential for optimizing communication outcomes across diverse interpersonal contexts.

The weaknesses in the current research indicate substantial areas need more investigation, especially concerning the correlation between communication tactics and work engagement. Ding et al. (2022) highlight the deficiency of studies on the direct influence of communication techniques on job engagement, although the recognized associations among personality factors, communication, and engagement. Similarly, Marianna and Marianna, (2018) highlight the absence of integrated models combining diverse theoretical frameworks on communication styles, which hampers a comprehensive understanding of how communication can be effectively tailored for optimal teaching and organizational outcomes. Solaja et al. (2016) point to the challenge corporate leaders face in adapting their communication styles to effectively engage employees, a gap that limits organizational productivity. Additionally, Merkin et al. (2014) emphasizes the need for better training and feedback for educators to incorporate communication strategies into their teaching practices, as many lack the support necessary to refine their approach. Addressing these gaps through integrated models, practical feedback mechanisms, and targeted research could significantly improve both leadership effectiveness and teaching quality.

Future study should concentrate on how leaders might modify their communication styles to enhance organizational productivity, examining the synergistic effects of personality factors and communication styles on leadership efficacy (Solaja et al., 2016). Furthermore, research should include established theories to investigate the impact of various communication styles on student outcomes and learning environments, considering elements such as classroom settings and subject matter (Marianna & Marianna, 2018). It is essential to expand the knowledge about the relationships among instructors' communication techniques, work engagement, and personality qualities, emphasizing how these elements interact to improve teaching practices and student outcomes (Ding et al., 2022). These instructions will facilitate the enhancement of communication methods in diverse circumstances.

Relationship between personality traits and communication styles

The relationship between personality traits and communication styles is an important and multifaceted area of study, with significant implications for educational, organizational, and personal contexts. The research suggests that personality traits are not only central to shaping an individual's communication strategies but also have a profound impact on outcomes such as student satisfaction, organizational productivity, and relationship quality. Dhillon and Kaur (2023) underscore the importance of teachers' personality traits in influencing their teaching practices and their ability to communicate effectively with students. This has direct consequences for the quality of education, as consistent and adaptive communication enhances student motivation, participation, trust, and overall learning outcomes. However, while the connection between personality and communication is well established, the underlying mechanisms through which specific personality traits shape communication strategies in different settings are less well understood. For example, studies by Ding et al. (2022) show that communication strategies are influenced by personality traits but fail to elucidate certain traits such as emotional stability or openness interact with communication styles to produce measurable outcomes in educational or organizational contexts.

Further complicating this issue is the lack of a unified theoretical framework that integrates the roles of both personality traits and communication styles. For instance, Marianna and Marianna (2018) highlight multiple theoretical perspectives, including behaviorist, personality-based, and interactionist theories, yet a comprehensive model that ties these frameworks together remains absent. This theoretical gap limits our ability to predict how specific communication behaviors will manifest in various contexts, such as teaching, leadership, or romantic relationships. For instance, Solaja et al. (2016) demonstrate a significant link between leadership communication styles and organizational productivity, yet they also underscore the relative insignificance of leadership communication compared to other factors like personality traits. However, we underexplore the specific ways in which different communication styles, such as assertiveness or empathy, interact with personality traits in these contexts, particularly when considering the combined effects of these variables.

Moreover, the existing literature reveals a critical gap in understanding how communication styles directly influence work engagement or marital satisfaction. While studies like those by Sim and Chun (2016) and Kaur et al. (2022) show that personality traits influence communication and engagement, the direct relationship between communication strategies and key outcomes like work engagement or marital satisfaction remains insufficiently addressed. For instance, constructive communication styles could mitigate neuroticism, which negatively affects marital satisfaction, but these connections often lack empirical nuance. Solaja et al. (2016)'s study confirms the strong individualistic correlation between personality traits and communication styles, underscoring the need for further investigation to develop more refined, context-specific models at their intersection.

In conclusion, while the research recognizes the importance of both personality characteristics and communication styles across domains, significant gaps remain in completely comprehending their interaction and combined influence. The dearth of integrated theoretical models and empirical investigations that investigate how these factors interact in various circumstances gives potential for future research. By addressing these gaps, future research can help to design more tailored communication tactics, whether in the classroom, business settings, or personal interactions, eventually increasing engagement, satisfaction, and productivity.

2. Conceptual Framework

This study presents a detailed conceptual framework based on two foundational models that examine the relationship between personality factors and communication styles. The framework is based on the Oliver and Srivastava (1999) model of personality characteristics, which includes five fundamental dimensions: extraversion, openness, agreeableness, conscientiousness, and neuroticism. These characteristics are crucial for comprehending how educators' personalities influence their professional conduct and relationships with pupils. The framework also integrates McCroskey and Richmond (1996) model of communication styles, emphasizing two essential constructs: assertiveness and responsiveness, which are vital for assessing communication efficacy in educational contexts. Together, these models provide a rigorous platform for examining the link between personality characteristics and communication styles in teaching. Figure 1

illustrates the suggested conceptual framework, emphasizing the dynamic relationships among these fundamental elements.

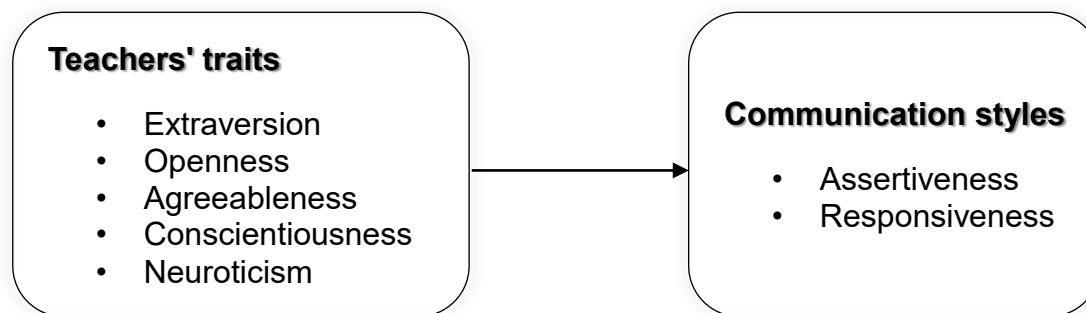


Figure 1: Conceptual Framework of the study

3. Aim of the study

The main aim of this research is to examine the influence of teachers' personality traits on their communication styles, providing a focused view of how specific traits (like extraversion or agreeableness) correlate with responsiveness and assertiveness. Specifically, the objectives of this research are

- To examine the relationship between personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness) and communication styles (Responsiveness and Assertiveness) in teachers.
- To identify which personality traits significantly predict a teacher's Assertiveness in communication.
- To identify which personality traits significantly predict a teacher's Responsiveness in communication.

4. Methods

This study employed a quantitative research methodology with a cross-sectional design to investigate the influence of personality factors on teachers' communication styles. According to Dhillon and Kaur (2023) data were gathered at a single moment in time, consistent with the nature of cross-sectional research, allowing for a snapshot study of the association between these factors.

4.1 Participants

According to the latest data from the Maldives' Ministry of Education, there are 2,853 lower secondary school teachers (Education, 2019). This research aims to cover all public-school teachers at this level in the Maldives, including native and expatriate. To provide a representative sample, the stratified random sampling approach was used. The sample size for this investigation was calculated using the Raosoft sample size calculator. Based on a 5% margin of error and a 95% confidence level, the best sample size was determined to be 339 instructors. This strategy ensures that the study's results are statistically robust and reliable. The selected sample consisted of 149 men ($1257/2853 * 339 = 149$) and 190 women ($1596/2853 * 339 = 190$). The sample was picked at random using SPSS, and the Maldives Ministry of Education provided a list of qualified teachers. This technique ensures a rigorous and representative sample procedure that appropriately reflects the country's teaching population. The sample consisted of 36.9% bachelor's degrees, 61.7% master's degrees, and 0.7% other levels.

4.2 Measure and data collection

To comprehensively evaluate teacher traits, we employed an adapted version of the instrument developed by Oliver and Srivastava (1999). This tool, comprising 44 items, utilizes a five-point Likert scale to capture varying degrees of agreement, ranging from 1 to 5 (1 = strongly disagree, 2 = disagree a little, 3 = neither agree nor disagree, 4 = agree a little, and 5 = strongly agree). This validated instrument evaluates five core personality dimensions: Extraversion (8 items), Openness (10 items), Agreeableness (9 items), Conscientiousness (9 items), and Neuroticism (8 items). In parallel, instructors' communication styles were assessed using an instrument crafted by (McCroskey & Richmond, 1996). This tool, consisting of 20 items, similarly employs a five-point Likert scale, allowing for nuanced evaluations from 1 to 5 (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree). This 20-item scale includes

responsiveness (11 items) and assertiveness (9 items). These instruments were selected for their established reliability and validity in capturing the multifaceted dimensions of teaching effectiveness and communication styles in educational settings. Both scales are widely recognized and offer reliable measures for capturing key aspects of personality and communication styles among teachers.

4.3 Data Analysis

The data were analyzed using descriptive statistics to offer a detailed overview of the sample characteristics for each personality trait and communication style. A summary table was constructed to present the mean scores, standard deviations, and ranges for each variable, facilitating a clear understanding of the distribution and variability of the data. All analyses were conducted using SPSS software, version 21, ensuring the accuracy and reliability of the statistical computations.

5. Results

5.1 Level of Agreement among the participants

Table 2 presents the descriptive statistics for the dimensions of personality traits and communication style to show the general distribution and variability of these variables and sub variables within the sample. The mean score of Extraversion was

Table 1 Mean Score and Level of Agreement

Mean Score	Level
1.00 – 2.33	Low
2.34 – 3.66	Medium
3.67 – 5.00	High

Table 2 Descriptive Data of Traits and Communication Styles

Variables	M	SD	Minimum	Maximum	Level
Teachers' Traits	3.58	0.30	3	4	Medium
▪ Extraversion	3.53	0.52	2	5	Medium
▪ Agreeableness	3.97	0.56	3	5	High
▪ Conscientiousness	3.96	0.59	3	5	High
▪ Neuroticism	2.61	0.63	1	5	Medium
▪ Openness	3.62	0.56	2	5	Medium
Communication Style	3.97	0.49	2	5	High
▪ Assertiveness	3.65	0.53	2	5	Medium
▪ Responsiveness	4.23	0.60	2	5	High

The overall mean for Teachers' Traits is 3.58 (SD = 0.30), categorized as medium. Among the traits, Agreeableness and Conscientiousness have the highest means, both scoring at high levels (M = 3.97 and 3.96, respectively). Neuroticism has the lowest mean (M = 2.61), indicating a medium level. Extraversion and Openness are also at medium levels (M = 3.53 and 3.62). For Communication Style, the overall mean is high (M = 3.97). Responsiveness scores high (M = 4.23), while Assertiveness is medium (M = 3.65), indicating variations in teachers' communication approach.

5.2 Correlation Analysis

A correlation analysis was performed to determine the relationship between the dimensions of personality traits (Extraversion, Openness, Agreeableness, Conscientiousness, and Neuroticism) and the dimensions of communication styles (Responsiveness and Assertiveness). Table 3 presents the Pearson correlation coefficients which indicate the strength and direction of each relationship.

Table 3 Correlation matrix between the variables (n =339).

	Agreeableness	Conscientiousness	Neuroticism	Openness	Assertiveness	responsiveness	Teachers' Traits	communication style
Extraversion	.400**	.519**	-.425**	.505**	.398**	.356**	.631**	.434**
Agreeableness		.669**	-.382**	.441**	.170**	.566**	.652**	.464**
Conscientiousness			-.512**	.566**	.295**	.517**	.724**	.492**
Neuroticism				-.288**	-.192**	-.197**	-.208**	-.226**
Openness					.382**	.491**	.696**	.516**
Assertiveness						.472**	.378**	.805**
Responsiveness							.572**	.903**
Teachers' Traits								.569**

** Correlation is significant at the 0.01 level (2 –tailed)

The *Assertiveness* communication style had a significant positive correlation between the dimensions of personality traits, Extraversion ($r = 0.398$, $p < 0.01$), Agreeableness ($r = 0.170$, $p < 0.01$), Conscientiousness ($r = 0.259$, $p < 0.01$), and Openness ($r = 0.384$, $p < 0.01$). In contrast, Neuroticism ($r = -0.192$, $p < 0.01$) displayed a significant negative correlation with Assertiveness. The *responsiveness* communication style had a significant positive correlation between the dimensions of personality traits, Extraversion ($r = 0.356$, $p < 0.01$), Agreeableness ($r = 0.566$, $p < 0.01$), Conscientiousness ($r = 0.517$, $p < 0.01$), and Openness ($r = 0.696$, $p < 0.01$). In contrast, Neuroticism ($r = -0.197$, $p < 0.01$) displayed a significant negative correlation with responsiveness. The overall correlation between Teachers' traits and their communication style is significant and positive ($r = 0.569$, $p < 0.01$).

5.3 Multiple Regression Analysis

To examine which personality traits are significant predictors of the communication styles- Assertiveness and Responsiveness, multiple regression analyses were conducted. Separate models were created for each communication style as the dependent variable, with all five personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness) as predictors.

5.3.1 Predicting Assertiveness

The first regression model which was run with Assertiveness as a dependent variable, was statistically significant $F(5,333) = 326.640$, $p < 0.05$, with a R^2 value of 0.209.

Table 4 Summary of Multiple Regression Analysis (N= 339)

Construct	B	SE(B)	β	t	Sig
Extraversion	0.318	.072	0.273	4.438	0.000
Agreeableness	-0.099	0.063	-0.104	-1.567	0.118
Conscientiousness	-0.078	0.070	0.086	1.115	0.266

Neuroticism	-0.002	0.056	-0.002	-0.040	0.968
Openness	0.206	0.054	0.240	3.851	0.000

Note: R= 0.457, R² = 0.209 and Adj. R² = 0.197

As shown in the Table 4, Extraversion ($\beta = 0.318$, $p < 0.000$), and Openness ($\beta = 0.0286$, $p < 0.000$) were significant positive predictors of Assertiveness, suggesting that teachers who are more extraverted and open are more likely to display assertive communication style. Agreeableness ($\beta = -0.099$, $p < 0.118$), Conscientiousness ($\beta = -0.078$, $p = 0.266$), and Neuroticism ($\beta = -0.002$, $p = 0.968$) were not significant predictors of Assertiveness.

5.3.2 Predicting Responsiveness

The second regression model which was run with Responsiveness as a dependent variable, was statistically significant $F(5,333) = 46.421$, $p < 0.05$, with a R² value of 0.209.

Table 5 Summary of Multiple Regression Analysis (N= 339)

Construct	B	SE(B)	β	t	Sig
Extraversion	0.080	0.085	0.049	0.933	0.351
Agreeableness	0.494	0.075	0.375	6.577	0.000
Conscientiousness	0.208	0.083	0.167	2.500	0.013
Neuroticism	0.162	0.067	0.123	2.433	0.016
Openness	0.286	0.064	0.241	4.478	0.000

Note: R= 0.641, R² = 0.411 and Adj. R² = 0.402

As shown in the Table 5, Agreeableness ($\beta = 0.494$, $p < 0.000$), Conscientiousness ($\beta = 0.208$, $p < 0.05$), Neuroticism ($\beta = 0.067$, $p < 0.05$), and Openness ($\beta = 0.064$, $p < 0.000$) were significant positive predictors of responsiveness, suggesting that teachers who are more agreeable, conscientious, neurotic and open are more likely to display responsive communication style. Extraversion ($\beta = 0.085$, $p = 0.351$), was not significant predictors of Responsiveness.

The results suggest that the personality traits of teachers can meaningfully predict different communication styles, with openness being particularly more influential. Furthermore, assertiveness comes with being Extraverted which characterizes behaviors such as being sociable, engaging, enthusiastic, outgoing, and friendly and being Open which is characterized by being interested in taking new challenges. The findings provide evidence that the personality traits of teachers play a vital role in communication preferences of the teachers.

Discussion

The current study sought to investigate the association between instructors' personality traits and communication styles, focusing on assertiveness and responsiveness. The findings show strong evidence for the impact of personality factors (extroversion, agreeableness, conscientiousness, neuroticism, and openness) on teachers' communication practices. The findings support previous research linking personality to communication patterns in both educational and organizational settings (Ahmed & Naqvi, 2015; Ding et al., 2022; Solaja et al., 2016). The study sheds light on the complexity of this relationship through thorough statistical analysis, providing a comprehensive knowledge of how distinct personality factors predict communication styles in instructors.

The study discovered that extraversion and openness were strong positive predictors of assertiveness in communication, with instructors who scored higher on these qualities engaging in more assertive communication activities. Extraversion is characterized by friendliness, confidence, and passion, all of which lead themselves to assertive behaviors, such as instructors taking charge of conversations and freely

expressing their opinions (Dhillon & Kaur, 2021). Similarly, openness, which is related with creativity, curiosity, and a desire to experiment with new ideas, has emerged as a powerful predictor of forceful communication. This conclusion is consistent with the work of Ahmed and Naqvi (2015), who hypothesized that extraverted and open individuals speak in confident and straightforward ways, allowing for clearer and more effective exchanges of ideas in class. Surprisingly, agreeableness, conscientiousness, and neuroticism did not substantially predict assertiveness in this study. This may imply that, while these characteristics impact communication in other ways, they may not always contribute to the assertive dimension of communication. While conscientiousness is usually associated with meticulous, methodical, and disciplined communication rather than bold or dominant speaking, agreeableness frequently leads to more accommodating and cooperative actions that may not be consistent with assertiveness. Neuroticism, which is frequently connected with emotional instability, has a negative correlation with assertiveness, meaning that people with high neuroticism may have difficulty communicating assertively owing to worry or self-doubt.

However, agreeableness, conscientiousness, openness, and neuroticism were all significant positive predictors of responsiveness in communication. Teachers who were more pleasant had higher responsiveness, as seen by empathy, understanding, and a readiness to adapt the needs of others (Ding et al., 2022). This research supports the notion that instructors with high agreeableness are more likely to engage in supportive, sympathetic communication that is sensitive to their students' emotional and intellectual needs.

Despite these important advances, the report does admit several shortcomings. The cross-sectional design limits the capacity to reach causal inferences on the relationship between personality factors and communication styles. Future studies might use longitudinal studies to assess how personality characteristics and communication styles change over time, offering greater insight into their dynamic nature. Furthermore, replicating the study in various cultural or educational contexts would increase the generalizability of the findings. Exploring the interplay of additional contributing factors, such as teaching experience, might help us better understand how these variables impact instructors' communication methods.

These results highlight how personality variables influence instructors' communication strategies. Extraverted and open instructors are more likely to utilize forceful communication, which increases classroom engagement, whereas pleasant, conscientious, and neurotic teachers prefer responsive communication, which fosters a supportive learning environment. These findings imply that teacher development programs should focus on assisting instructors in recognizing and refining how their personality traits impact communication, hence increasing effectiveness in a variety of educational contexts.

Conclusion

In conclusion, the current study supports the notion that personality factors play an important role in determining instructors' communication approaches. Extraversion and openness were shown to be strong predictors of assertiveness, whereas agreeableness, conscientiousness, openness, and neuroticism predicted responsiveness. These findings highlight the significance of understanding how individual personality traits influence communication practices, which in turn affect classroom dynamics and teacher-student interactions. Given the essential role that communication plays in promoting student engagement and learning outcomes, teacher training programs must include ways to improve both forceful and responsive communication that are suited to instructors' individual personality profiles.

Understanding the complex link between personality and communication allows educators to fine-tune their communication tactics, thereby increasing their efficacy in a variety of educational situations. This study adds to the expanding body of knowledge on the confluence of personality, communication, and teaching methods by providing practical recommendations for teacher development programs that aim to encourage more effective and adaptive communication styles. These insights will become increasingly important as the educational landscape evolves, providing instructors with the skills they need to succeed in dynamic and diverse classroom settings.

Reference

1. Ahmed, J., & Naqvi, I. (2015). Personality Traits and Communication Styles Among University Students. *Pakistan Journal of Social and Clinical Psychology*, 13(2), 53–59.
2. Allemand, M., & Flückiger, C. (2017). Changing personality traits: Some considerations from psychotherapy process-outcome research for intervention efforts on intentional personality change. *Journal of Psychotherapy Integration*, 27(4), 476–494. <https://doi.org/10.1037/int0000094>
3. Ashton, M. C., & Lee, K. (2007). Empirical, theoretical, and practical advantages of the HEXACO model of personality structure. *Personality and Social Psychology Review*, 11(2), 150–166. <https://doi.org/10.1177/1088868306294907>
4. Blair, L. (2024). Personality Psychology. *Psychology and Criminal Justice*, 66–81. <https://doi.org/10.4324/9781003250821-7>
5. Buttner, S., Pijl, S. J., Bijstra, J., & van den Bosch, E. (2015). Personality traits of expert teachers of students with behavioural problems: a review and classification of the literature. *Australian Educational Researcher*, 42(4), 461–481. <https://doi.org/10.1007/s13384-015-0176-1>
6. Che, E. S., Brooks, P. J., Schwartz, A. M., Saltzman, E. S., & Whiteman, R. C. (2023). How do graduate students approach college teaching? Influences of professional development, teaching assistantships, and Big Five personality traits. *Frontiers in Education*, 8(February), 1–15. <https://doi.org/10.3389/educ.2023.982998>
7. Connor-Smith, J. K., & Flachsbarth, C. (2007). Relations Between Personality and Coping: A Meta-Analysis. *Journal of Personality and Social Psychology*, 93(6), 1080–1107. <https://doi.org/10.1037/0022-3514.93.6.1080>
8. Costa, P. T., McCrae, R. R., & Kay, G. G. (1995). Persons, places, and personality: Career assessment using the Revised NEO Personality Inventory. *Journal of Career Assessment*, 3(2), 123–139. <https://doi.org/10.1016/j.paid.2020.109956>
9. De Vries, R. E., Bakker-Pieper, A., Siberg, R. A., Van Gameren, K., & Vlug, M. (2009). The content and dimensionality of communication styles. *Communication Research*, 36(2), 178–206. <https://doi.org/10.1177/0093650208330250>
10. DeVillar, R. A., & Jiang, B. (2010). U.S. Student Teachers in Belize, China and Mexico: Patterns of Cultural, Professional, and Character Development. *Journal of Emerging Knowledge on Emerging Markets*, 1(1), 1–18. <https://doi.org/10.7885/1946-651x.1012>
11. Dhillon, N., & Kaur, G. (2021). Self-Assessment of Teachers' Communication Style and Its Impact on Their Communication Effectiveness: A Study of Indian Higher Educational Institutions. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211023173>
12. Dhillon, N., & Kaur, G. (2023). Impact of Personality Traits on Communication Effectiveness of Teachers: Exploring the Mediating Role of Their Communication Style. *SAGE Open*, 13(2), 1–15. <https://doi.org/10.1177/21582440231168049>
13. Ding, K., Zhu, L., & Yan, X. (2022). The Relationship Between EFL Teachers' Personality Traits, Communication Strategies, and Work Engagement. *Frontiers in Psychology*, 13(March), 1–6. <https://doi.org/10.3389/fpsyg.2022.855837>
14. Education, M. of. (2019). *School Statistics 2019*. 7(9), 1–72.
15. Ezinwa, O. I. (2024). School Public Relations: An Essential Tool for Fostering Effective Communication and Administration in Educational Institutions. *Frontiers in Education Technology*, 7(2), p24. <https://doi.org/10.22158/fet.v7n2p24>
16. Gudykunst, W. B., Matsumoto, Y., Ting-Toomey, S., Nishida, T., Kim, K., & Heyman, S. (1996). The influence of cultural individualism-collectivism, self construals, and individual values on communication styles across cultures. *Human Communication Research*, 22(4), 510–543. <https://doi.org/10.1111/j.1468-2958.1996.tb00377.x>
17. Imran, M., Sultana, Z., & Ahmed, S. (2023). The Influence of Student-Teacher Interactions on Secondary School Students' Academic. *Benazir Research Journal of Humanities and Social Sciences*, 2(1).
18. James H. Stronge. (2018). Qualities of effective teachers - James H. *Journal of Engineering Education Research*, 13(6), 348 pages. http://www.kci.go.kr/kciportal/landing/article.kci?arti_id=ART001511421
19. Kafi, Z., Fatemi, M. A., & Ganjal, R. (2023). EFL Teachers' Personality Type and Their Effectiveness in Teaching: Investigating the Relationship. *International Journal of Educational*

20. Kaur, M., Singh, J., & See, P. (2022). the Influence of Leadership Style on Employee Engagement. *Journal of Business and Social Sciences*, 2022(3), 8. <http://ipublishing.intimal.edu.my/jobss.html>
21. Khuman, P. (2024). *THE IMPACT OF NON-VERBAL COMMUNICATION IN TEACHING: ENHANCING EDUCATIONAL EFFECTIVENESS*. January, 89–95. <https://www.gapbodhitaru.org/>
22. Kim, L. E., Dar-Nimrod, I., & MacCann, C. (2018). Teacher personality and teacher effectiveness in secondary school: Personality predicts teacher support and student self-efficacy but not academic achievement. *Journal of Educational Psychology*, 110(3), 309–323. <https://doi.org/10.1037/edu0000217>
23. Kim, L. E., Jörg, V., & Klassen, R. M. (2019). A Meta-Analysis of the Effects of Teacher Personality on Teacher Effectiveness and Burnout. *Educational Psychology Review*, 31(1), 163–195. <https://doi.org/10.1007/s10648-018-9458-2>
24. Klassen, R. M., & Tze, V. M. C. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, 12, 59–76. <https://doi.org/10.1016/j.edurev.2014.06.001>
25. Longtin, K., Wisner, R., & Organ, J. M. (2022). It is essential to connect: Evaluating a Science Communication Boot Camp. *Anatomical Record*, 305(4), 992–999. <https://doi.org/10.1002/ar.24894>
26. Malm, B. (2009). Towards a new professionalism: Enhancing personal and professional development in teacher education. *Journal of Education for Teaching*, 35(1), 77–91. <https://doi.org/10.1080/02607470802587160>
27. Marianna, L., & Marianna, L. (2018). *Relationship between communication style and effective teaching*.
28. Martin, M. M. (2008). Teacher Socio-Communicative Style. *The International Encyclopedia of Communication*, January 1998. <https://doi.org/10.1002/9781405186407.wbiect017>
29. McCrae, R. R., & Greenberg, D. M. (2014). Openness to Experience in Wiley Handbook of Genius. *The Wiley Handbook of Genius, 2000*, 222–243. <https://doi.org/10.1002/9781118367377.ch12>
30. McCroskey, J. C., & Richmond, V. P. (1996). Human communication theory and research: Traditions and models. In *An integrated approach to communication theory and research* (pp. 233–242).
31. Merkin, R., Taras, V., & Steel, P. (2014). State of the art themes in cross-cultural communication research: A systematic and meta-analytic review. *International Journal of Intercultural Relations*, 38(1), 1–23. <https://doi.org/10.1016/j.ijintrel.2013.10.004>
32. Morreale, S. P., Valenzano, J. M., & Bauer, J. A. (2017). Why communication education is important: a third study on the centrality of the discipline's content and pedagogy. *Communication Education*, 66(4), 402–422. <https://doi.org/10.1080/03634523.2016.1265136>
33. Norton, R. W. (1978a). Foundation of a Communicator Style Construct. *Human Communication Research*, 4(2), 99–112. <https://doi.org/10.1111/j.1468-2958.1978.tb00600.x>
34. Norton, R. W. (1978b). Foundation of a Communicator Style Construct. *Human Communication Research*, 4(2), 99–112. <https://doi.org/10.1111/j.1468-2958.1978.tb00600.x>
35. Oliver, J. P., & Srivastava, S. (1999). John Srivastava 1999 The Big Five trait taxonomy. In *Handbook of personality: Theory and Research* (Vol. 2, pp. 102–138).
36. Olivier, D. F. (2001). Teacher personal and school culture characteristics in effective schools: Toward a model of a professional learning community. *Dissertation Abstract International Section A: Humanities and Social Sciences*, 62(6-A), 2001. <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc3&NEWS=N&AN=2001-95023-022>
37. Pandey, N. S., & Kavitha, M. (2015). Relationship between teachers' personality traits and self efficacy: an empirical analysis of school teachers in karaikal region (puducherry). *Pacific Business Review International*, 8(3), 37–42.
38. Prasadana, D. P. (2018). Teacher Communication Style in Surakarta. *International Journal of Progressive Sciences and ...*, 1, 85–88. <http://ijpsat.es/index.php/ijpsat/article/view/384>
39. Renta Davids, A. I., Van den Bossche, P., Gijbels, D., & Fandos Garrido, M. (2017). The Impact of Individual, Educational, and Workplace Factors on the Transfer of School-Based Learning into the Workplace. In *Vocations and Learning* (Vol. 10, Issue 3). <https://doi.org/10.1007/s12186-016-9168->

40. Roloff, J., Kirstges, J., Grund, S., & Klusmann, U. (2022). How Strongly Is Personality Associated With Burnout Among Teachers? A Meta-analysis. In *Educational Psychology Review* (Vol. 34, Issue 3). Springer US. <https://doi.org/10.1007/s10648-022-09672-7>
41. Sari, P. K., William, R. K., & Tina, X. (2018). Personality Traits of Entrepreneurs : A Review of Recent Literature. In *Foundations and Trends in Entrepreneurship* (Vol. 14, Issue 3).
42. Scheepers, R. A., Lombarts, K. M. J. M. H., Van Aken, M. A. G., Heineman, M. J., & Arah, O. A. (2014). Personality traits affect teaching performance of attending physicians: Results of a multi-center observational study. *PLoS ONE*, 9(5). <https://doi.org/10.1371/journal.pone.0098107>
43. Sim, K., & Chun, W. Y. (2016). The relationships of assertiveness and responsiveness to sexual behavior. *Psychologia*, 59(1), 50–69. <https://doi.org/10.2117/psysoc.2016.50>
44. Sims, C. M. (2017). Do the Big-Five Personality Traits Predict Empathic Listening and Assertive Communication? *International Journal of Listening*, 31(3), 163–188. <https://doi.org/10.1080/10904018.2016.1202770>
45. Solaja, O. M., Idowu, F. E., & James, A. E. (2016). Exploring the relationship between leadership communication style, personality trait and organizational productivity. *Serbian Journal of Management*, 11(1), 99–117. <https://doi.org/10.5937/sjm11-8480>
46. Wu, J., Chen, J., Chen, H., Dou, W., & Shao, D. (2019). What to say on social media and how: Effects of communication style and function on online customer engagement in China. *Journal of Service Theory and Practice*, 29(5–6), 691–707. <https://doi.org/10.1108/JSTP-11-2018-0243>
47. Yasin, I. R., Razak, A. Z. A., & Abdullah, Z. (2024). A recent systematic review of tailoring teacher autonomy through personality insights. *Multidisciplinary Reviews*, 7(10). <https://doi.org/10.31893/multirev.2024238>
48. Yunus, M. R. B. M., Wahab, N. B. A., Ismail, M. S., & Othman, M. S. (2018). The Importance Role of Personality Trait. *International Journal of Academic Research in Business and Social Sciences*, 8(7), 1028–1036. <https://doi.org/10.6007/ijarbss/v8-i7/4530>