Teachers' Personality Traits, Age, Attire and English Learners' Motivation: A Meta- Analysis Study [In English]

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ABSTRACT

According to Social Cognitive Theory , learning is affected by cognitive, behavioral, and environmental factors .This study intended to examine the possible relationship between EFL teachers' personality type, age, attire and Iranian intermediate EFL learners' motivation for foreign langauge learning. Eysenck personality questionnaire (EPQ) was administered to eight EFL teachers to determine their type of personality trait. Next, the motivation questionnaire was given to 100 male and female EFL learners to investigate the participants' motivation in learning the English language. A truth-by-consensus method was used for determining the teachers' level of attire. Finally, the questionnaires were collected and analyzed. It was concluded that there was a significant and small relationship between personality types and motivation scores at 5% significant level. However, the relationship between teachers' attire and motivation was strong. According to the findings of Pearson correlation test, the correlation between EFL teachers' age and motivation was small (r= -.320). Students also model this behavior and personality when they interact with their peers. In fact, teachers with the traits of sociability, assertiveness and gregariousness in their classes not only can lead their students towards leaving shyness but also help them in building a strong interaction with their peers and inspire them into being successful learners. Thus teachers' behavior is like a link that comes between the learner and his/her peers. The findings in this study involve some implications for researchers, educators and task designers. On the basis of, the outcomes of the research, professionally-attired teachers are instrumental in making a positive difference in the academics and social growth of students. When teachers are presented as professionally-attired

educators, positive social changes may occur in the schools and the educational environment in general.

Key words: Teachers Traits, Age English Learners, Attire English Learners, English Learners Motivation, Foreign Langauge Learning, Eysenck Personality Questionnaire (EPQ), Pearson Correlation Test

Introduction

Learners will be motivated if the language is seen as valuable to the learner in comparison to the amount of effort that is put into learning it. A motivated individual will expend effort in order to achieve certain goals. If the end result is perceived to compensate and give more in return for the hardships a learner is put through in the language learning process, then that learner will be highly motivated to learn that language. When the learner is motivated, therefore, assigns more value to the task of learning the foreign language, then more time and effort will be allocated to learning this high-value task, leading to higher chances of success. According to (Brown, 1994, p. 168) motivation is "undoubtedly the most frequently used catch-all term for explaining the success or failure of virtually any complex task" tasks which include language learning. Major sources of language learning success are ability and motivation. Learners who have higher level of ability and motivation will do better than the learners with lower level. Those leaners are goal oriented and more attentive towards language learning. They are more enthusiast about the various kinds of materials highly motivated to participate in language learning. In fact, language learning context is interlinked with ability and motivation. To enhance the learners' motivation, institutes and schools are looking for the best techniques, methods and approaches. Lots of factors affect the learners' motivation. Some of these factors are related to the students and some others are related to the teachers. Teachers may influence students' achievement consciously or unconsciously. There are considerable amount of research in educational literature to support the view that teachers have a significant impact on students' learning and achievement (e.g., Danielson, 2002; Goldhaber, 2000; arzano,Marzano, & Pickering ,2003; Sadeghi & Nikou, 2012) .It is very important that teachers build up motivation in their students. They should believe in the positive effects motivation can have on developing language learning success. They must know that the focus on learning alone is not sufficient and that they had better find ways to enhance the students'

motivation because it is of paramount importance to students' success (Rueda and Moll ,1994).

Motivation can be categorized into intrinsic and extrinsic, both affecting the achievement of students. Extrinsically motivated behaviors expect a reward, for example money, a praise or positive feedback. Stern (1983) investigated a number of different attitudes which are classified into three types: 1) attitudes towards the community and people who speak L2, 2) attitudes towards learning and language concerned, 3) attitudes towards languages and language learning in general. Certain personality characteristics and general interest in foreign languages of learners can influence them in a positive or negative way. It is also important how they feel about learning a particular language in a particular course and from a particular teacher. It is obvious that learners who have positive attitudes learn more, but also learners who learn well acquire positive attitudes.

Thus, the importance of teacher's personality, age and attire, as factors affecting external motivation, should be taken into great consideration by many EFL teachers.

Surprisingly, the effects of teacher characteristics on students' communication proficiency in the context of English learning and acquisition have not received much attention among scholars (Moncada & Ortiz, 2003; Borg, 2007). Therefore, the purpose of this study is to find out the relation between teacher's personality, age and attire on EFL learners' motivation.

To address the problem of this study the following research questions were proposed:

RQ1: Is there any statistically significant relationship between EFL teacher's personality type and Iranian intermediate EFL learners' motivation?

RQ2: Is there any statistically significant relationship between EFL teacher's age and Iranian intermediate EFL learners' motivation?

RQ3. Is there any statistically significant relationship between EFL teacher's attire and Iranian intermediate EFL learners' motivation?

In order to find out about the above-mentioned research questions, the following null hypotheses have been formulated:

H01. There is not any statistically significant relationship between EFL teacher's personality type and Iranian intermediate EFL learners' motivation.

H02. There is not any statistically significant relationship between EFL teacher's age and Iranian intermediate EFL learners' motivation.

H03. There is not any statistically significant relationship between EFL teacher's attire and Iranian intermediate EFL learners' motivation.

Literature Review

Social Cognitive Theory (SCT) started as the Social Learning Theory (SLT) in the 1960s by Albert Bandura identified that people learn from their own experiences and by observing the experiences of others. There are three major constructs in SCT that interact to influence behavior: personal factors (age, cognitions, previous experience with the behavior, etc.), environmental factors (access to resources, safety, support from family/friends, etc.), and aspects of the behavior itself (vigor of the behavior, outcomes achieved as a result of practicing the behavior, competence with the behavior, etc.). Thus, Teachers' age, appearance, and personality can affect the learners' motivation. Few studies, however, exist in literature on teachers' age and academic achievement of students. The reason according to Sloane & Kelly (2003) is that most developed countries do not care about the age of a teacher.

In a study done by Goebel and Cashen (1979) revealed that old teachers were rated lower on teaching skills than young or middle aged teachers. Black-and-white photographs of teachers, controlled for race, age, sex, and attractiveness, were rated on 7 factors of teacher performance by 150 students in Grades 2, 5, 7, 11, and 13. Across all developmental levels and on all factors, ratings of unattractive teachers tended to be lower. At all developmental levels, older teachers tended to receive lower ratings than younger teachers. Sex of the teacher appeared to be a more influential factor at Grades 11 and 13. Interactions showed that unattractive middle-aged female teachers and unattractive old male teachers frequently received lower ratings.

In the classroom, Horner, Murray, and Rushton (1989) found a negative correlation between instructor age and ratings of teaching effectiveness. For, 106 full- time psychology teachers , aged 26 to 55, who were studied for time periods ranging from 2 to 15 years, an overall

negative correlation of $r = -.33$ ($p < .05$) was found between age and general teaching effectiveness. A similar decrement with age occurred for items measuring specific teaching behaviors. Martin Kimbly and Smith Lyle (1990) examined students' perceptions of the impact of age and gender upon an individual's ability to teach. Seventh-grade science students (N=28) were shown photographs of six teachers (a young female, a young male, a middle-aged female, a middle-aged male, an old female, and an old male) for purposes of evaluation in terms of

organization, classroom management, motivation, communication, sensitivity, imagination, and competence. Results suggest that students perceive middle-aged teachers and female teachers as more effective in the classroom; there was no significant main effect on students' perception due to the age of the teacher in the areas of motivation, communication, sensitivity, and competence; middle-aged pictures were rated higher than young-aged and old-aged pictures in the areas of organization and imagination; there were no significant main effects due to the gender of teachers in the areas of classroom management, motivation, communication, sensitivity, imagination, and competence; females were rated higher than males in the area of organization; and no significant interaction between the age and gender of the teacher in areas of motivation, communication, sensitivity, imagination, and competence was revealed. Likewise, Wilson, Beyer, and Monteiro (2014) used images of young and old professors outside of the classroom, and found that older professors received more negative ratings on perceptions of friendliness than younger professors and youth typically seen as more attractive. Because attractiveness relates with higher teaching evaluation, older professors may suffer.

Understanding the psychological features of a teacher can also affect language learning (Gibbons, 2003; Zhang & Watkins, 2007). In other words, another influencing factor on motivation is teachers' personality. Although teachers' personality is central to interactional mechanisms in language learning, it has not been adequately understood (ibid). Understanding teacher's personality is a pertinent issue because teachers often have difficulty creating a positive EFL learning atmosphere (Faltis & Hudelson, 1994). Polk (2006) believes that personality is a basic predictor of teacher success. Personality causes teaching effectiveness or ineffectiveness. Dodge (1943) stated that personality is a basic predictor of teacher success and that weakness in personality is a major cause of student failure. Since this effect seems to be very significant in the classroom, it is no wonder that research supports that teachers' personalities play a role in student achievement and teacher effectiveness. Phillips, Carlisle, Hautala, and Larson (1985) sought to explore the causal model that teacher personality directs teacher instructional behaviors, which in turn causes student outcomes or achievement. Teacher behavior data were obtained from 18 physical education teachers in 3 junior high schools, 5 middle schools, and 6 elementary schools who volunteered to teach a 10-lesson beginning volleyball unit using their own individual teaching styles. Eight students were randomly selected from each teacher's class ($n = 144$). Results

indicate the primary personality traits of assertiveness, expediency, questioning, imaginativeness, genuineness, confidence, and experimenting related significantly to many important teacher and student behaviors observed in a typical physical education class. Teachers who scored high on these personality traits tended to exhibit a higher level of knowledge, utilized objectives and testing more effectively, and were more flexible and appropriate in their instruction. They also provided more planned instruction and more positive feedback. Teachers who scored high in assertiveness, questioning, and imaginativeness tended to provide their students with more time on task and a higher quality of practice time. Students of teachers who scored high in independence, assertiveness, questioning, and imaginativeness learned more than did students of teachers who were low in these personality traits. In a study done by Jalili and Mall-Amiri (2015) , the difference between extrovert and introvert EFL teachers' classroom management was discovered. For this purpose, 30 extrovert and 30 introvert female teachers of Gatt Language Center (GLC) and Kish Language School in Tehran were chosen among 120 female teachers who filled in Eysenck Personality Inventory (EPI) and had more than three years of experience in teaching English and were willing to take part in this study after a briefing session. Then each teacher's class was observed. The total score for each teacher's classroom management was calculated based on the mean of values given to the teacher by the researcher from two observations. It was found out that extrovert EFL teachers are better than introvert teachers at managing adult EFL learners' classes.

Namaziandost & Khash Hafshejani (2017) focused on the effects of teachers' personality on general English test achievement among Iranian EFL senior high school students. 30 male English teachers and 60 male students were participants. To determine the extrovert and introvert teachers, a questionnaire of Myers-Briggs Type Indicator (1998) was given to the English teachers. Moreover, the students' English achievement scores on the first and GET and the second one at the beginning and at the end of the fall semester were collected and analyzed through SPSS software version 17. It was cleared that the students with extroverted teachers significantly outperformed than those with introverted teachers ($p<0.05$).

The physical appearance, especially clothing has been considered also an important part of our nonverbal communication. Clothing especially has had nonverbal significance throughout history. According to Duke (1974), in order to understand clothing as one aspect of

nonverbal behavior, one needs to be familiar with numerous functions clothes fulfill such as decoration, protection (physical and psychological), sexual attraction, group identification, and status. The nonverbal communication is of great importance in the educational settings, and both teachers and students should be aware of the effect it has on communication.

Wong and Wong (2005) acknowledged that the attire of a teacher contributes to the perceptiveness and the receptiveness of students. Students notice how teachers dress in the same way they notice the appropriateness of their own attire and that of their peers. Attire influences the respect that students have for a teacher, and respect is necessary if optimal learning is to take place. Research on attire worn by teachers has shown that it affects the work, attitude, and discipline of students. According to Wong and Wong (2005, p. 55), "teachers should dress for four main effects: (a) respect, (b) credibility, (c) acceptance, and (d) authority". Maintaining a professional image is important in the teaching profession. The results of a study conducted by Saiki (2006) revealed that teachers who dressed in a professional manner were perceived by students as being believable, knowledgeable, and qualified. In a culture where schools and classrooms are considered institutions for learning excellent character, professional attire for teachers may influence the level of respect that students have toward teachers (Borba, 2006). Some students and teachers believe that clothing has an effect on individuals (ibid). Brownstein (2010) pointed out that clothing has communicative power, and the attire of a teacher is an expressive factor that is as significant as verbal messages; therefore, the attire of a teacher projects an image that influences the mind and attitudes of students before teaching begins. A lack of adherence to a professional attire standard by teachers has been a concern in a great number of schools (ibid). Many teachers are not aware of the influence that their appearance has on the educational environment and students; however, teachers are professionals and role models, and students' perceptions are important. The results of a study by Workman and Freeburg (2010) revealed that students learn attitudes and behaviors by observing teachers; therefore, teachers should be concerned about every facet of the modeling effect, including attire they wear in the classroom.

Methodology

As randomization is one of the principles of true experimental design (Farhady, 2008), this study followed this principle in design.

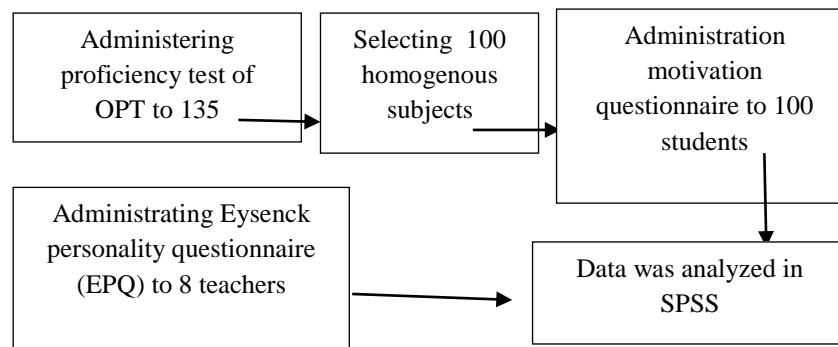The following figure shows the whole design of this study:

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┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│ Administering        │ ──▶  │ Selecting  100       │ ──▶  │ Administration       │
│ proficiency test of  │      │ homogenous           │      │ motivation           │
│ OPT to 135           │      │ subjects             │      │ questionnaire to 100 │
│                      │      │                      │      │ students             │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
                                                                      │
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┌─────────────────────┐                              ┌─────────────────────┐
│ Administrating Eysenck│                             │ Data was analyzed in │
│ personality questionnaire│ ──────────────────────▶ │ SPSS                 │
│ (EPQ) to 8 teachers  │                              │                      │
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Figure 1. The Design of the Study

Participants

A total of 100 out of 135 EFL learners in Rasht, Iran , participated in this study. They were all EFL learners studying in 4 senior high schools in Rasht, Iran. In order to examine if the participants of the study were nearly at the same level of language proficiency, the standardized Oxford Placement Test (OPT) was administered to 135 EFL students. One hundred students who scored 31+ in grammar and vocabulary and 8+ in reading section were selected as the main sample for the present study. All participants were 15 to17 years old. Moreover, Eysenck personality questionnaire (EPQ) was administered to eight EFL teachers to determine their type of personality trait.

Data Collection Instruments

To answer the research questions of this study, the following instruments were used:

Oxford Placement Test (OPT)

In order to examine if the participants of the study were nearly at the same level of language proficiency, the standardized Oxford Placement Test (OPT test) was administered to 135 EFL students. The test included three parts and the participants answered the structure, vocabulary, and reading comprehension sections of the test with a maximum possible score of 60 points. One hundred students who scored 31+ in grammar and vocabulary and 8+ in reading section were selected as the main sample for the present study.

Eysenck personality questionnaire (EPQ)

The Eysenck Personality Inventory (EPI) measures two pervasive, independent dimensions of personality, Extraversion-Introversion and Neuroticism-Stability, which account for most of the variance in the personality domain. Each form contains 57 "Yes-No" items with no repetition of items. The inclusion of a falsification scale provides for the detection of response distortion. The traits measured are Extraversion-Introversion and Neuroticism.

Motivation Questionnaire

This questionnaire was given to 100 males and female EFL students to investigate the participants' motivation in learning the English language. A motivation questionnaire designed by Laine (1987) and validated by Salimi (2000). To avoid any confusion and enhance validity, the Persian version of the questionnaire was utilized. It was a five-point Likert-scale motivation questionnaire. The reliability of the questionnaires was also checked through the pilot study on 15 subjects. Cronbach's Alpha statistics were computed for the questionnaire items and a reliability of (α motivation questionnaire = .77) was obtained for the motivation questionnaire and (α personality type questionnaire =.81) for the personality type questionnaire which are both considerably higher than the minimum required value of (α= .70)

Table 1.Reliability statistics of the questionnaires (pilot study)

Questionnaire	Cronbach's Alpha	N of Items
Motivation Questionnaire	.77	36
Eysenck Personality Questionnaire	.81	57

Cronbach's alpha coefficient was run to estimate the two scales internal consistency. It was used to examine the degree to which the items that made up the questionnaires hanged together. The findings showed that they were all measured the same underlying construct (α motivation questionnaire= .77; α Eysenck personality questionnaire= .81). Ideally, the Cronbach's alpha coefficient of a questionnaire should be above ($\alpha \geq$ .70) (De Vellis, 2003).

A truth-by-consensus method

A truth-by-consensus method was used for determining the teachers' level of attire. A teacher was defined as having tidy physical appearance if a significant number of judges rated her/his physical appearance as tidy appearance and vice versa.

Procedure

The first step in this study was administering OPT to homogenize the participants. It was administered to 135 EFL learners. After analyzing the results, 100 subjects were chosen at intermediate level. In order to find out relationship between EFL teachers' personality type, age, and physical appearance and Iranian intermediate EFL learners' motivation for foreign language learning Eysenck personality questionnaire (EPQ) was administered to eight EFL teachers to determine their type of personality trait. Based on Eysenck's (1981) guideline for interpreting the results of the personality type, those who said "Yes" to 2/3 of the questions (more than 38 yes) are introvert and the teachers who select "yes" for less than 2/3 of the items of the questionnaire are extrovert. Next, the motivation questionnaire was given to 100 males and female EFL students to investigate the participants' motivation in learning the English language. A truth-by-consensus method was used for determining the teachers' level of attire. A Teacher was defined as having tidy physical appearance if a significant number of judges rated her physical appearance as tidy appearance and vice versa. After filling the questionnaire, researcher interviewed with the learners to ask their ideas about the teachers' appearance and age. Finally, the questionnaires were collected afterwards they were analyzed. The options selected by the respondents were transformed into tables displaying the frequency and percentage of each, and the tables were analyzed qualitatively through comparing and contrasting the options.

Data Analysis

To select homogenous participants as a sample regarding their general language proficiency, the standardized Oxford Placement Test (OPT) was administered to 135 EFL learners. Based on OPT direction 100 intermediate EFL learners whose scores were 22+ in grammar and vocabulary and 8+ in reading section were selected as the main sample for the present study. The results of OPT for 135 learners are presented in the following table:

Table 2.*Statistics for the OPT scores*

N	Valid	135
	Missing	0
Mean		44.7185
Median		45.0000
Mode		39.00
Std. Deviation		8.36361
Variance		69.950
Skewness		.016
Std. Error of Skewness		.209
Kurtosis		-1.293
Std. Error of Kurtosis		.414
Range		30.00
Minimum		30.00
Maximum		60.00
Sum		6037.00

In the output presented above, the information for the OPT scores is summarized and the characteristics of the sample were described. For the OPT scores, the information was collected from 135 EFL students, with a mean of (44.71) and standard deviation of (8.36). The descriptive presented in Table (2) also provided some information concerning the distribution of the OPT scores on continuous variable (skewness and kurtosis). The Skewness value provided an indication of the symmetry of the distribution. Kurtosis, on the other hand, provided information about the peakedness of the distribution. The distribution was almost normal for the OPT scores because the obtained values for skewness and kurtosis were within the range of $\pm$ 2. The Positive skewness value (.016) indicated positive skew. In other words, OPT scores clustered to the left at the low values. The Kurtosis value was below zero (Kurtosis = -1.293) indicating that the OPT distribution was relatively flat and there were too many cases in the extremes.

The First Research Question
RQ1. Is there any statistically significant relationship between EFL teacher's personality type and Iranian male and female intermediate EFL learners' motivation?

The following null hypothesis was suggested:

H01. There is not any statistically significant relationship between EFL teacher's personality type and Iranian male and female intermediate EFL learners' motivation.

The crosstabs procedure provided a variety of tests including Pearson chi- square and measures of association namely Eta to examine the possible relationship between EFL teachers' personality type (introversion vs. extroversion) and EFL students' motivation in learning English language. In fact, the cross- tabulation table was employed to examine the possible relationship between the nominal variable (personality type) and the interval variable (motivation scores). First, based on Eysenck's (1981) guideline for interpreting the results of the personality type, those who said "Yes" to 2/3 of the questions (more than 38 yes) are introvert and the teachers who select " yes" for less than 2/3 of the items of the questionnaire are extrovert. The statistics for teachers' personality type is presented in Table 3:

Table 3.*Descriptive for the teachers' personality type*

Classes	Frequency		Percent	Valid Percent	Cumulative Percent	
Introvert	class 4	male teacher	3	37.5	37.5	37.5
	class 6	female teacher				
	class 8	female teacher				
Extrovert	class 1	male teacher	5	62.5	62.5	100.0
	class 2	male teacher				
	class 3	male teacher				
	class 5	female teacher				
	class 7	female teacher				
Total			8	100.0	100.0	

Eight teachers answered Eysenck personality questionnaire. As it was shown in Table 4.2, three teachers (37%) were introvert and five teachers (62%) were classified as extrovert. The statistics for the students' motivation scores is presented in table 4:

Table 4.*Statistics for the motivation scores*

N	Valid	100
	Missing	0
Mean		114.6200
Median		138.5000
Std. Deviation		60.48153
Range		144.00
Minimum		36.00
Maximum		180.00

Table 4 showed the statistics for the motivation questionnaire. The mean of the motivation for the students came to ($M_{motivation}$= 114.62). The value of the median at which half of the cases fell above and below in terms of their motivation score was equal to ($Med_{motivation}$ = 138.50) with standard deviation of ($SD_{motivation}$= 60.48). The motivation scores ranged from 36 to 180. In order to find out whether there was a relationship between teachers' personality type and students' motivation scores, a Chi-square along with directional measure (Eta test) was run to the results of the motivation questionnaire in eight different classes. The results are presented in the following section:

Table 5.*Chi-Square Tests for the teachers' personality type and EFL students' motivation*

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	71.415	48	.016
N of Valid Cases	100		

The value of Pearson chi-square was (71.415) with the degree of freedom equal to (df= 48). The two-sided level of significance was (.016) which was lower than (.05) indicating that the relationship between teachers' personality type and students' motivation in English language learning was statistically significant (P<.05). The results of the analyses rejected the first null hypothesis and suggested that there was a statistically significant relationship between EFL teacher's personality type and Iranian male and female intermediate EFL learners' motivation in learning English language. In order to find out the extent of the association between these two types of personality traits and motivation scores, the directional measure, namely Eta was run the results of which are presented in table 6.

Table 6.*Directional Measure for the teachers' personality type and EFL students' motivation*

			Value
Nominal by Interval	Eta	motivation (Dependent)	.348

Eta that is a measure of association ranges from (0) to (1), with (0) indicating no association between the variables and values close to (1) indicate a high degree of association (Pallant, 2011). Eta was appropriate for the present study as the dependent variable was measured on an interval scale (motivation in English language learning) and the independent variable had two categories (personality type: extrovert and introvert). The higher the absolute value of the correlation coefficient, the stronger the relationship. Cohen's (1988) guidelines were employed to interpret the findings of the Eta test.

Based on this guideline, values between (0 and 0.1) show that there is *little* or *no relationship* between X and Y, Values between (0.1 and 0.5) show that X and Y are *weakly related*, and the correlation indices within the range of (.5 to .9) show that the relationship is *strong*. Besides, correlation index of (1) shows *perfect relationship* between the two variables (Cohen, 1988). Thus, the results showed that the association between personality type (extrovert/ introvert) and EFL students' motivation in English language learning is weak (Eta= .348). Figure 2 shows the relationship between these two variables.
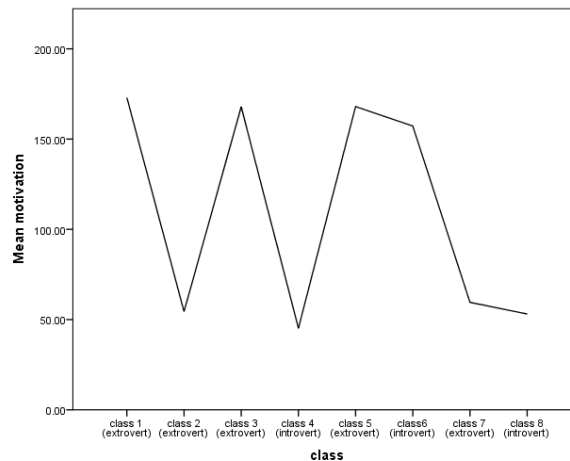

Figure 2. The relationship between teachers' personality type and students' motivation in language learning

As it was displayed in figure 2, there was a small relationship between EFL teachers' personality type (extrovert/ introvert) and EFL students' motivation in English language learning

The Second Research Question

RQ2. Is there any statistically significant relationship between EFL teacher's age and Iranian male and female intermediate EFL learners' motivation?

The following null hypothesis was proposed:

H02. There is not any statistically significant relationship between EFL teacher's age and Iranian male and female intermediate EFL learners' motivation.

In order to provide answer to the second research question, and to examine the possible relationship between EFL teacher's age and EFL learners' motivation, Pearson correlation test was run. Before running this parametric test, normality assumption of the distributions was confirmed through computing trimmed means and values of Skewness and Kurtosis. The results are presented in Table 7.

Table 7. *Statistics for the motivation and age (examining the normality assumption)*

			Statistic	Std. Error
motivation	Mean		114.6200	6.04815
	95% Confidence Interval for Mean	Lower Bound	102.6192	
		Upper Bound	126.6208	
	5% Trimmed Mean		115.3556	
	Skewness		-.203	.241
	Kurtosis		-1.783	.478
Age	Mean		41.5500	1.18827
	95% Confidence Interval for Mean	Lower Bound	39.1922	
		Upper Bound	43.9078	
	5% Trimmed Mean		41.2778	
	Skewness		.245	.241
	Kurtosis		-1.593	.478

Since the trimmed means were close to the original means, the scores for the motivation and age values were normally distributed.

Moreover, the values of the Skewness and kurtosis were within the range of ($\pm$2) indicating the uniformity of the distributions. After establishing the reliability assumption, Pearson correlation test was run to examine the possible relationship between EFL teacher's age and EFL students' motivation. The results are in Table (8).

Table 8. *Correlations between EFL teacher's age and EFL students' motivation*

		Correlation
		motivation
Age	Pearson Correlation	-.320**
	Sig. (2-tailed)	.001
	N	100

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

There was a negative and statistically significant relationship between the teachers' age and the students' motivation (r= -.320 < .5), suggesting small relationship between the two variables based on Cohen's (1988) guidelines. The negative value meant that the students' motivation in language learning decreases when the teacher is old. This rejected the second null hypothesis implying that there was a statistically significant relationship between EFL teacher's age and Iranian male and female intermediate EFL learners' motivation. Figure 3, displays that relationship between EFL teacher's age and EFL students' motivation.
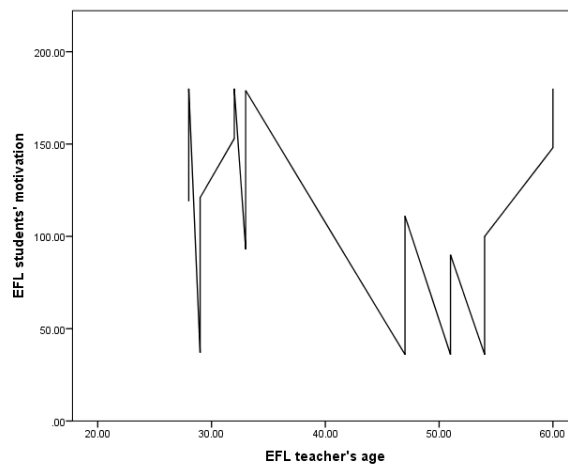

Figure 3. The relationship between EFL teacher's age and EFL students' motivation

The Third Research Question

RQ3. Is there any statistically significant relationship between EFL teacher's attire and Iranian male and female intermediate EFL learners' motivation?

The following null hypothesis was considered:

H03. There is not any statistically significant relationship between EFL teacher's attire and Iranian male and female intermediate EFL learners' motivation.

In order to provide answer to the third research question, the second crosstab procedure along with directional measure of association, namely, Eta was run to the results of the motivation questionnaire and the ratings made for the teachers' attire . First, the students rated the attire of their teachers and classified them as having tidy physical appearance and untidy physical appearance. The descriptive statistics is presented in table (9).

Table 9.Chi-Square Tests for teacher's attire and students' motivation in language learning

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	100.000	48	.000
N of Valid Cases	100		

The two-sided asymptotic significance of the Chi-square statistic for the EFL teachers' attire and students' motivation in language learning was lower than (0.05). Consequently, it could be concluded that the relationship between these two variables was not due to chance variation, which rejected the third null hypothesis and implied that there was a statistically significant relationship between EFL teacher's attire and Iranian male and female intermediate EFL learners' motivation. To show the strength and direction of this relationship, Eta test was run. The results of Eta test are in Table (10):

Table 10.*Directional Measure for the teachers' attire and EFL students' motivation*

			Value
Nominal by Interval	Eta	motivation Dependent	.943

The findings of Eta showed that the degree of association between EFL teacher's attire and Iranian male and female intermediate EFL learners' motivation in English language learning amounted to (Eta

=.943). Using Cohen's (1988) guidelines for interpreting the results of the correlation coefficients, this relationship was strong. The results showed that the students whose teacher had tidy physical appearance reflected higher motivation in language learning compared to students whose teachers had untidy physical appearance. The following figure shows the relationship between these two variables.
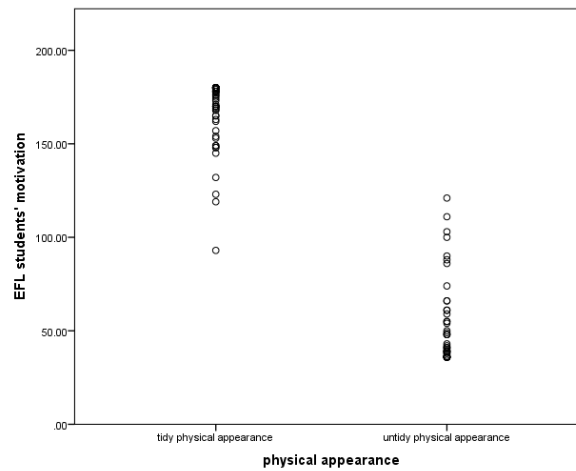

Figure 4. The relationship between EFL teacher's attire and EFL learners' motivation in English language learning

As it was illustrated in Figure 4, strong relationship was found between teachers' attire and students' motivation for language learning. In other words, the students whose teacher had physical tidy appearance expressed higher motivation in language learning and vice versa.

Discussion and Conclusion

In order to examine the possible relationship between Iranian EFL teachers' personality type (introversion vs. extroversion), age, and attire and EFL students' motivation in English language learning, cross tabs were provided. The results of the analyses rejected the three null hypotheses. The two-sided *asymptotic significance* of the chi-square statistics for the teachers' personality type and attire and EFL students' motivation were both lower than (.05), so it was safe to say that the relationship between these variables were statistically significant. It was concluded that there was a significant and small relationship between personality types and motivation scores at 5% significant level.

However, the relationship between attire and motivation was strong. According to the findings of Pearson correlation test, the correlation between EFL teachers' age and motivation was small (r= -.320).

This study is consistent with some studies mentioned in   literature review section, suggesting that young teachers receive more positive student evaluations (Goebel & Cashen ,1979;   Horner et al ,1989; Martin et al . ,1990; Wilson et al. ,2014).   The young instructors receive positive ratings on perceptions of friendliness than older ones, and youth typically seen as more attractive. Because attractiveness relates with higher teaching evaluation, older teachers may suffer (Wilson et al, 2014). The findings of this study in some ways confirm Bandura's (1968) social cognitive theory that learning from each other occurs via observation, imitation, and social values through appearance and attire, which expounded on individuals' behavior in terms of continuous   reciprocal   interaction   between   environment   and environmental influence; meaning that one's environment causes one's behavior. According to Wong and Wong (2005), teachers dress for the following main effects: (a) respect, (b) credibility, (c) acceptance, and (d) authority (2005, p. 55).

The outcomes of this research support Borba´s study. Borba (2006) emphasized that teachers' professional attire may influence students' level of respect toward teachers. For many teachers, clothing not only was a means of identifying oneself as a teacher, but also was a pedagogical strategy in itself, a means of commanding respect and order, and establishing a serious working atmosphere and control. Attire influences a student's respect for a teacher, which is necessary if optimal learning is to take place. Teachers' attire affects students' work, attitude, and discipline. Respect, credibility, acceptance, and authority were four major effects of teachers' attire (Wong & Wong, 2005, Saiki, 2006 ; Brownstein, 2010; Workman & Freeburg,2018).

In addition, the findings of this study support Philips et al's. (1985) , Jalili & Mall-Amiri's (2015) ; and Namaziandost & Khash Hafshejani (2017) study. They found that to their personality, teachers behave in the class, interact with their students and select an approach or a method to teach. Students also model this behavior and personality when they interact with their peers. In fact, teachers with the traits of sociability, assertiveness and gregariousness in their classes not only can lead their students towards leaving shyness but also help them in building a strong interaction with their peers and inspire them into being successful learners. Thus teachers' behavior is like a link that comes between the learner and his/her peers. The findings in this study involve some

implications for researchers, educators and task designers. On the basis of, the outcomes of the research, professionally-attired teachers are instrumental in making a positive difference in the academics and social growth of students. When teachers are presented as professionally-attired educators, positive social changes may occur in the schools and the educational environment in general.

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Abbreviations
EFL: English as a Foreign Language
GET: General English Test
SCT: Social Cognitive Theory
SLT: Social Learning Theory
EPI: Eysenck Personality Inventory
GLC: Gatt Language Center
EPQ: Eysenck personality questionnaire
OPT: Oxford Placement Test