

Teachers' Personality and English Learning Motivation: The Mediating Roles of Classroom Environment and Teachers Students Relationship

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ABSTRACT: Personality traits of teachers are significant variables in influencing students' motivation to learn English, but the processes in the classroom by which this influence may be exerted are not fully understood, especially in a developing country setting. In order to explore this, the present study seeks to find out if these two classroom-level factors account for the influence of teachers' personality traits on English learning motivation among the female secondary school students of the government schools in Quetta, Balochistan, Pakistan. A quantitative, cross sectional, descriptive correlational research design was used, with the data collected from 365 Grade 9 and 10 students. The data were gathered using a structured 5 point Likert scale questionnaire concerning the personality traits of the teachers, classroom environment, teacher-student relationship and the students' motivation in learning English. The causal-steps approach was used to examine mediation via regression-based analysis and bootstrapped indirect-effect estimates (5,000 resamples). The findings revealed both classroom environment and teacher student relationship significantly and partially mediated the relationship between teachers' personality and students' motivation. Classroom environment showed the stronger indirect effect, among the two mediators. This is the case for the two mediators; the motivational influence of teachers' personality was more strongly conveyed through the learning climate that is established in the classroom than through interpersonal relationships. The present results expand the Self-Determination Theory by showing that teachers' personal qualities affect students' motivation in several different ways in the classroom, not just directly. The study emphasizes the need for class environments that encourage positive teacher–student relationships as well as supportive classroom environments.

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Introduction

English is the most widely used international language of learning, research, information technology, commerce and world communication. The success and motivation of students in learning English is an important factor that determines their success in study, access to higher education and employment opportunities in many countries where English is a foreign language or second language. Yet, after significant investments in the teaching and learning of English, a large percentage of learners are inactive, underachieving, and poorly motivated in their learning of English, especially in the public schools that face resource constraints. As it is well known that motivation is among the most important factors in successful language learning, a key issue in educational and applied linguistics research has been examining what factors promote students' motivation to learn a foreign language (Dörnyei, 2009; Ryan & Deci, 2020).

Teachers play an important role in the students' motivation because they not only create the students' learning experiences but also the emotional and social atmosphere in which the learners learn. Research has consistently shown that teachers' personality characteristics such as friendliness, empathy, enthusiasm, openness, emotional support, and others have positive effects on students' interest, confidence, participation in class, willingness to learn, and the like (Ryan & Deci, 2020; Hosseini et al., 2022; Zhang & Hu, 2025). Pupils are more motivated when they feel their teachers are approachable, caring, encouraging and enthusiastic. They develop teaching activities that alleviate learners' anxiety, boost their confidence, and foster their active engagement in English language learning classrooms (Li & Zhang, 2024; Qin, 2022).

In recent years, educational research has begun to focus on whether or not teacher characteristics affect students' motivation rather than on how this influence works. Recent research has suggested that teachers should not be seen as directly affecting students' achievement scores, but that their impact is mediated by classroom experiences that are part of the daily experience for students. Two key mechanisms that help to translate the teacher's personal characteristics into students' motivational outcomes are the quality of the classroom environment and the teacher's relationship with the student. A nurturing classroom culture allows pupils to share their thoughts, feel confident to join in and stay engaged in learning experiences, and positive teacher-pupil relationships enable pupils to feel trusted, emotionally secure and belong. In total, these classroom experiences facilitate continuous motivation for learning English (Majumder and Beri, 2024; Qin, 2022; Yin and Luo, 2024; Zhang and Hu, 2025).

These relationships are well explained by the theory of Self-Determination Theory (SDT) (Ryan & Deci, 2020, 2021). The SDT posits that students are more intrinsically motivated when their basic psychological needs for autonomy, competence and relatedness are met. These needs are being met to a satisfactory level through teachers' personality traits, which foster supportive classroom settings and positive relationships with students. Thus, the motivational effect of teachers' personality is not likely to be independent; it is supposed that it will be carried through the class atmosphere created by the teacher and with his students. This view implies that classroom environment and teacher–student relationship are important mediators and not just accompanying factors (Reeve, 2022; Ryan & Deci, 2020).

This theoretical approach is supported by an increasing amount of international research. The effects of teacher support, classroom climate and teacher–student relationship on students' engagement, academic motivation, learning enjoyment and willingness to communicate in English has been found to play significant roles in recent studies (Majumder & Beri, 2024; Yin & Luo, 2024; Li & Zhang, 2024; Zhang & Hu, 2025; Ramadani et al., 2025). However, previous research has been mostly conducted in an East Asian or Western education context, and has largely been conducted with university students. There is less empirical evidence from secondary schools in developing countries, and especially in the context of South Asia, which is often resource constrained, with

overcrowding in classrooms and opportunities for meaningful English language interaction (ELLI) being limited (Channa et al., 2020).

This is a crucial issue in the Pakistani educational context as well. English is the medium of instruction in higher education and is an important tool for academic and professional development. Pupils attending government schools often face problems like poor classroom infrastructure, conventional teaching methods, lack of teaching material and poor opportunities for in-class and out-of-class English practice. Even when there are competent and supportive teachers, these conditions can diminish students' motivation (Malik et al., 2022; Channa et al., 2020). It is therefore important to examine the classroom dynamics through which teacher personality characteristics affect students' motivation, so that educational interventions can be designed based on this understanding, to be feasible in limited resources conditions in schools.

Certainly, the context of government secondary schools for girls in Quetta (Balochistan) is an important setting in which to study these relationships. Many schools in this region are forced to function with constraints on infrastructure and instruction, and, at the same time, to work towards enhancing students' English language achievement. Results of the parent study suggested that, overall, students did not report negative relationships with classroom teachers but that the environment was somewhat supportive for learning English. This discrepancy poses an intriguing question: How can students' motivation in the classroom be only moderate while already having a positive relationship with teachers? One of the possible explanations is that the personality traits have indirect effects on students' motivation through various pathways in the classroom, in which the classroom environment and the teacher – student relationship have different effects on the development of students' motivation (Malik et al., 2022; Majumder & Beri, 2024).

While previous studies have demonstrated the direct link between teacher personality and students' motivation, few studies have considered classroom environment and teacher–student relationship as concurrent mediators, especially in the context of secondary school students in Pakistan (Li & Zhang, 2024; Ramadani et al., 2025; Zhang & Hu, 2025). Therefore, one of the issues that need to be thrown light on is the processes by which personality traits of teachers manifest themselves in the motivation of students to learn English. This is not only important for the ever-expanding body of literature pertaining to motivational processes in the study of the English language, but also for the application of Self-Determination Theory in under-researched areas of education.

The present study therefore examined the mediation of the classroom environment and teacher–student relationship in the relationship between teachers' personality traits and students' motivation to learn English in female secondary schools in the city of Quetta, Balochistan, which are government schools. The study looks at both sets of mediators at the same time, and thus provides a more holistic picture of how the teacher's personality influences students' motivation, providing evidence that can be used to inform teacher education programs, instructional practices, and educational policies designed to enhance ELL in resource-poor public schools (Ryan & Deci, 2020; Zhang & Hu, 2025).

Research Objectives

1. To find out the students views about the students-teacher relationships and classroom environment in government secondary schools of Quetta.
2. To check if teachers' personality traits has an indirect effect on students' learning motivation through classroom environment.

3. To test the mediating role of teacher-student relationship between teachers' personality traits and students' learning motivation to English.
4. To compare the relative strength of the two indirect (mediated) pathways.

Hypotheses

Based on this, the following one-way hypothesis was proposed:

H1: Classroom environment significantly moderates the effect of personality traits of teachers on the motivation to learn English of students.

H2: The level of teacher-student relationship has a significant mediation effect between the teachers' personality traits and students' motivation to learn English.

H3: The indirect effect which is mediated by classroom environment is numerically stronger than the indirect effect which is mediated by teacher-student relationship.

Literature Review

Teacher Personality and English Learning Motivation

It is not a stranger to find the students' motivation to learn English is one of the strongest indicators for successful learning of the second language or foreign language. Learner factors (such as self-efficacy, language anxiety, and previous achievement) have been known to affect motivation, but more focus has been paid to teachers' characteristics that affect students' learning in the classroom. Of these, teacher personality factors such as enthusiasm, friendliness, empathy, emotional stability, openness, and supportiveness have been found to be important factors influencing students' motivation, engagement, and academic performance (Ryan & Deci, 2020; Reeve, 2022).

Teacher personality plays a role in motivation as students are motivated not only by the content of instruction but also by the teachers' interpersonal behaviours. Through positive communication, fostering participation, listening to the student, and creating positive interactions, teachers provide learning environments where students feel psychologically safe and academically valued. These experiences help build students' confidence and decrease the anxiety in the classroom and increase their motivation to participate in English learning activities (Hosseini et al., 2022; Li & Zhang, 2024). Hence, teacher personality should not be regarded as just one of his or her personal traits but as one of the valuable resources in learning in which teacher personality will influence students' motivational experiences in learning.

Recent research also shows that teachers' personality has an impact on phenomena that are not directly related to teaching. According to Zhang and Hu (2025) perceived teacher support had a positive impact on student's engagement via L2 Motivational Self System among Chinese university students through structural equation modelling. Likewise, in the study of English learning motivation, both Yin and Luo (2024) noted that the teacher's role had indirect influence on English learning motivation through the students' self-regulation, indicating that the role of the teacher was not only directly acted on the students' English learning motivation but also affected the students' English learning motivation through other intermediate psychological and classroom processes. The results of the present study imply that it is important to explore the mediating processes between teacher personality and motivation for learning English as it offers a deeper insight into relationships between teacher personality and motivation.

Teacher Support, Relatedness, and Self-Determination Theory

One of the most influential theories of academic motivation is pertaining to Self-Determination Theory (SDT). Ryan and Deci (2020, 2021) suggest that students get intrinsically motivated when their basic psychological needs

are met: autonomy, competence, and relatedness. Teachers are integral to meeting these needs as they set learning environments that either foster or inhibit students' active involvement.

Teacher personality directly affects need satisfaction through facilitating positive teacher interactions. Enthusiastic teachers encourage learners curiosity; empathetic teachers consider students' emotional needs; and friendly teachers build a relationship of trust to improve students' sense of belonging. Students' psychological needs are met and are more likely to be persistent, enjoy and show sustained engagement in studying English (Reeve, 2022).

The propositions of SDT are supported by contemporary educational research. Teacher characteristics do not simply influence the outcomes of motivation, but they do so in the context of classroom experiences that meet students' psychological needs. This theoretical approach gives solid support to the investigation of classroom environment and teacher–student relationship as mediating variables since they are the two constructs that are shown to be practical manifestation of autonomy support, competence support, and relatedness in the classroom (Ryan & Deci, 2020; Zhang & Hu, 2025).

Classroom Environment as a Mediating Mechanism

Classroom environment describes the physical, emotional, instructional and social conditions which students encounter when learning in the classroom. A positive classroom environment is defined by: psychological safety, respect, engagement, collaboration and teacher behaviors. In such situations students can express confidently, participate in classroom discussion and form positive attitudes to learn English.

In the recent years, as shown by the evidence, classroom environment is not only a predictor of motivation but it is also an important mediating mechanism. According to Majumder and Beri (2024), in their systematic review, supportive classroom climates have a positive impact consistently on students' English achievement, motivation, confidence, and self-regulation. Similarly, Qin (2022) suggested that teachers' interpersonal communication behaviours impact on the classroom climate, which in turn affects students' willingness to communicate in English.

The conclusions have been similar in more recent structural equation modelling studies. Studies in technology-rich English learning environments found that the psychological safety of the learning environment plays an important role in the connection between learning environment and students' motivation, which in turn affects whether the students communicate and learn actively. The results of this study indicate that the classroom environment is one of the processes in which the personality characteristics of teachers are manifested in terms of motivation.

Although there are a number of studies conducted internationally, few examined classroom environment as a mediator between the secondary school students in developing countries. In the current research, most studies have been conducted either in the university population or in technologically advanced learning environments, and there is a lack of empirical evidence in government schools in resource-poor environments. Thus, the role of classroom environment as a mediator in Pakistani secondary schools contributes valuable data in this regard in the literature of the world.

Teacher-Student Relationship as a Mediating Mechanism is provided by the NCERT.

Teacher- student relationship has been a focal point of research in the field of education over the last few years due to its significant impact on students' academic engagement, emotional health and motivation. Good teacher–pupil

relationships are based on trust, fairness, respect, emotional support, effective communication and understanding. When students feel cared for and approachable by their teachers, they tend to be more motivated, engaged in class activities, and persistent in learning.

There is recent empirical support that demonstrates that the teacher–student relationship can often be an intervening mechanism between teacher-related characteristics and student outcomes. In the study conducted by Ramadani et al. (2025) teacher–student relationships were found to be a significant mediator between the factors of the classroom and students' academic achievement. Likewise, Li and Zhang's (2024) study revealed that supportive teacher–student relationships had positive effects on enhancing the enjoyment of learning while decreasing academic burnout among ELLs.

The results support Self-Determination Theory, in which positive relationships help to meet student needs of relatedness, which in turn enhances their intrinsic motivation. Hence, the teacher–student relationship should not just be regarded as a desirable classroom characteristic but also an important mechanism that has a bearing on students' motivation to learn English and in which the personality traits of the teacher play a role.

Evidence from Pakistan and South Asia

Studies done in Pakistan and other South Asian nations also support the role of teachers in motivating the ELLs. In public schools, where resources to facilitate learning are generally not abundant, teachers are often viewed as the first point of contact for students regarding encouragement, instruction, and emotional support (Channa et al., 2020).

Other studies conducted in Balochistan also suggest that insufficient infrastructure, too many students in a class, the lack of instructional resources, and traditional pedagogy are still limiting opportunities for active English language learning (Malik et al., 2022). However, students tend to have a favorable attitude towards teachers in spite of these institutional constraints. This implies that the teacher personality can affect motivation through interpersonal and classroom processes, which are still effective even in learning environments that have limited resources.

Previous Pakistani studies have explored the role of teacher support, classroom practices separately, and students motivation separately, but few have explored the role of classroom environment and teacher-student relationship together. Therefore, evidence reporting the mechanism of how teachers' personality affects English learning motivation is still limited.

Conceptual Justification and Gap

The literature reviewed showed that there is consensus that teachers' personality traits become a positive factor in motivating students to learn English. There are three important gaps, though. First, previous research has tended to focus on direct relationships, rather than comparatively little attention has been given to the classroom processes that carry over such effects. Second, the majority of the mediation research has been carried out in universities of East Asian countries, which is not applicable to secondary schools in developing countries. Thirdly, empirical evidence related to Pakistan is still limited especially government girls' secondary schools in Balochistan.

The present study deals with classroom environment and teacher–student relationship as parallel mediators between teachers' personality and students' motivation to learn English as the second language. The study simultaneously explores both mediators in an environment with limited resources in the educational field; it gives empirical evidence of the SDT and provides practical evidence to inform teacher training, practice and policy.

Methods

The study has been designed in a quantitative, cross-sectional and descriptive-correlational research design because it is used to determine the relationship between the variables of teachers' personality traits, classroom environment, teacher–student relationship and students' motivation to learn English among female secondary school students of government schools in Quetta, Balochistan, Pakistan. A quantitative approach was appropriate because the study aimed to quantify the relationships between the study variables by applying statistical techniques; a cross-sectional design was used to collect data at one time to understand the students' perceptions in their natural classroom setting. The subjects of the study were Grade 9 and Grade 10 students of which 365 students were selected by proportionate stratified random sampling for adequate representation. A structured questionnaire which was adapted from the previously validated questionnaire and modified to meet the study goals and the context, was used to collect data. The items for the questionnaire were divided into four series: personality traits of teachers, classroom environment, teacher–student relationship, and students' motivation to learn English. All the answers were rated on a five point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument was then pretested with content validators prior to the main data collection to determine the content validity, and changes were recommended and made to the instrument to make the items clearer and more relevant. Cronbach's alpha was used to test the reliability of the instrument and all constructs showed good internal consistency with alpha values above 0.70. The necessary permission was taken from the educational authorities and school administrations before data were collected and the purpose of the study was explained to the participants. They participated freely, their participation was kept confidential, and no personally identifiable information was gathered. Coded and analysed in SPSS statistics, IBM (Preacher & Hayes, 2004). Data were presented in descriptive statistics such as mean and standard deviations, and Pearson's correlation was used to investigate the interrelationships between the study variables. Mediation analysis was carried out to examine the proposed mediation roles of classroom environment and teacher–student relationship, and the significance of the indirect effects was further tested using bootstrapping with 5,000 resamples, according to Baron and Kenny (1986). This analytical approach allowed the study to analyse not only the direct impact of teachers' personality traits on the motivation of students to learn English, but also the indirect impact, and to get a full picture of the mechanism by which these impacts occur.

Results

Table 1

Item-wise Descriptive Statistics for Classroom Environment

S. No	Items	Mean	SD	Interpretation
1	Classroom environment is comfortable	3.410	0.97	High
2	Feel safe while expressing my thoughts in class	3.30	1.03	Moderate
3	Classroom provides a supportive environment for English learning	3.36	0.92	Moderate
4	Students are encouraged to participate freely	3.30	0.94	Moderate
5	Positive atmosphere in classroom	3.03	1.08	Moderate
6	Classroom environment motivates me to learn	3.24	1.06	Moderate

The descriptive statistics of classroom environment are given in Table 1 item-wise. The results showed that generally, the students' perception of the classroom environment was positive, with mean scores ranging from 3.03 to 3.41. The highest mean score ($M = 3.41$, $SD = 0.97$) was for the statement "Classroom environment is comfortable," indicating that students highly agreed that their classroom was comfortable for learning. Feeling safe while expressing

thoughts ($M = 3.30$), being in a supportive environment for English ($M = 3.36$), participation was encouraged ($M = 3.30$), classroom atmosphere was positive ($M = 3.03$), and feeling motivated to learn ($M = 3.24$) were all interpreted at a moderate level. In conclusion, the findings indicated that students perceived the classroom environment as supportive and conducive to learning, but there is still potential for improvement in fostering a positive and motivating classroom environment.

Table 2
Item-wise Descriptive Statistics for Teacher-Student Relationship

S. No	Items	Mean	SD	Interpretation
1	Good relation with teacher	3.56	0.95	High
2	Teacher respects students	3.84	0.93	High
3	Treats all students fairly	3.86	0.92	High
4	Teacher motivates personally	3.69	1.03	High
5	I feel valued by my teacher	3.80	1.05	High
6	Teacher understands learning needs	3.72	1.01	High

Descriptive statistics of the teachers' relationships with students are shown for each item in Table 2. It was found that students' perceptions of their relationships with their teachers were positively high, with all 6 items having mean scores from 3.56 to 3.86. The highest mean score ($M = 3.86$, $SD = 0.92$) was the statement 'Teacher treats fairly with all students,' closely followed by 'Teacher respects students' ($M = 3.84$) and 'I feel valued by my teacher' ($M = 3.80$). The students also strongly agreed that their teachers knew their learning needs ($M = 3.72$) and personally motivated the students ($M = 3.69$). The mean ($M = 3.56$) of good relation with teacher was the lowest but still a high interpretation. Overall, the results show that the students' perception of their teachers with regard to their role was that their teachers were respectful, fair, supportive, and understanding, which means that the teacher–student relationships were very good.

Table 3
Summary of Descriptive Statistics and Correlations for the Mediating Variables

Variable	Mean	SD	r with Personality	r with Motivation
Classroom Environment	3.28	0.77	0.501***	0.53***
Teacher-Student Relation	3.75	0.71	0.0401***	0.41***

The correlation and descriptive statistics for the mediators are summarized in Table 3. The results revealed that the mean score of Classroom Environment was 3.28 ($SD = 0.77$), while the mean score of Teacher–Student Relationship was 3.75 ($SD = 0.71$), with a higher score indicating a better perception of the Teacher–Student Relationship. Moderate positive and statistically significant relationships were found through the correlation analysis between the classroom environment and the teachers' personality ($r = 0.501$, $p < .001$) and between the classroom environment and the students' motivation ($r = 0.53$, $p < .001$). Similarly, there was a positive and significant relationship between teacher–student relationship and teachers' personality ($r = 0.401$, $p < .001$) and students' motivation ($r = 0.41$, $p < .001$). The results indicated a correlation between positive teacher personality and a better classroom environment and teacher–student relationship, which are linked to increased students' motivation.

Table 4

Regression Steps for the Mediation Analysis: Classroom Environment

Step	B	SE	B	t	p
1 (c) personality-Motivation	0.692	0.053	0.582	13.566	<.001
2 (c) Personality – Classroom Environment	0.658	0.0601	0.503	11.044	<.001
3 (c) Personality – Motivation (controlling for mediator)	0.513	0.058	0.431	9.158	<.001
3 (b) CE-Motivation (controlling for IV)	0.271	0.041	0.301	6.392	<.001

The results of the regression analysis to check the mediation role of classroom environment between personality and student motivation are presented in Table 4. The findings indicated that the personality of the teacher significantly predicted the students' motivation ($\beta = .582$; $p < .001$) and classroom environment ($\beta = .503$; $p < .001$). The direct effect of teachers' personality on students' motivation was still statistically significant ($p < .001$) but became less ($\beta = 0.582$ to 0.431) when classroom environment was added to the regression model. Also, the classroom environment was significant as a predictor of students' motivation, even after controlling for teachers' personality, with $\beta = 0.301$ ($p < .001$). The obtained findings show that the classroom environment partially mediates the personality of the teacher and the motivation of the students, and that the positive personality of the teacher positively affects students' motivation both directly and indirectly through the classroom environment.

Table

5 Bootstrapped Indirect Effects of Teachers' Personality on Students' Motivation (5,000 Resamples)

Mediator	Effect	Boot SE	95% CI	P
CE	0.178	0.034	0.118, 0.245	<0.001
TSR	0.101	0.026	0.054, 0.152	<0.001

The bootstrapped indirect effects of teachers' personality on students' motivation via the two proposed mediators are presented in Table 5, based on 5,000 bootstrap resamples. The results show that the mediation model of both Classroom Environment (CE) and Teacher–Student Relationship (TSR) was significant, because the 95% bootstrap confidence intervals for both indirect effects did not contain zero and all indirect effects were statistically significant ($p < .001$). Specifically, the indirect effect through Classroom Environment was 0.178 (Boot SE = 0.034, 95% CI = 0.118–0.245), whereas the indirect effect through Teacher–Student Relationship was 0.101 (Boot SE = 0.026, 95% CI = 0.054–0.152). The indirect effect of Classroom Environment is larger, meaning it is the stronger mechanism through which the personality of the teacher impacts students' motivation. The results showed that teachers who had positive personality traits have positive effects on students' motivation both by building positive relationships with students and, importantly, by forming a motivating and supportive classroom environment.

Table 6

Regression Steps for the Mediation Analysis: Teacher-Student Relationship

Step	B	SE	B	t	p
1 (c) personality-Motivation	0.693	0.053	0.583	13.562	<0.001
2 (c) Personality – Teacher Student Relationship	0.522	0.064	0.397	8.282	<0.001
3 (c) Personality – Motivation (controlling for mediator)	0.590	0.053	0.493	10.934	<0.001
3 (b) TSR-Motivation (controlling for IV)	0.192	0.042	0.212	4.657	<0.001

The results of the regression analysis to test the mediating role of teacher-student relationship in the relationship between teachers' personality and students' motivation can be seen in Table 6. The results showed that the personality of teachers would significantly influence the students' motivation ($\beta = 0.583$, $p < .001$) and the teacher-student relationship ($\beta = 0.397$, $p < .001$). The direct effect of teachers' personality on students' motivation was reduced from $\beta = 0.583$ to $\beta = 0.493$ but still significant ($p < .001$) after the teacher-student relationship was included in the regression model. In addition, the students' motivation was significantly predicted by the teacher-student relationship after controlling for teachers' personality ($\beta = 0.212$, $p < .001$). The results show that the relationship between the teacher and the student partially mediates between teachers' personality and students' motivation, which means that it has a direct effect on motivation in addition to the indirect effect of having a good relationship with the teacher.

Discussion

The present study investigated the mediating role of classroom environment and teacher-student relationship between teachers' personality traits and students' motivation to learn English of female secondary school students studying in government schools of Quetta, Pakistan. Based on the study objectives and hypotheses, the results showed that the relationship between teacher-student relationship and classroom environment was significant and mediated partially. The results showed that teachers' personality has a direct influence on students' motivation, as well as an indirect influence through the creation of a positive classroom climate and building positive interpersonal relationships. Thus, the results support the two hypotheses proposed: H1 and H2, and the relative strength of the indirect effects will be determined by the indirect effects obtained after correction, as shown in Table 5.

The descriptive results indicated that students' experiences of the classroom were moderately positive, and that the relationships between teachers and students were highly positive. The results of this finding show that the classroom environment is generally perceived to be respectful, fair, supportive, and understanding of the students by the students; however, the classroom environment was rated as moderate in supporting the learning of English. This indicates that while teachers have positive interpersonal relationships with students, students' participation, psychological safety in the classroom, and the creation of a stimulating learning environment also need improvement. The results are in line with the findings of Majumder and Beri (2024) and Qin (2022), as they noted that a supportive classroom environment can boost students' confidence, involvement, and motivation in learning the English language. Likewise, Pakistani research has shown that teachers can establish positive interactions with their students in government schools where educational resources and infrastructural problems are limited (Malik et al., 2022; Channa et al., 2020).

The correlation analysis also revealed that the classroom environment and the teacher-student relationship had positive correlations with the teacher's personality and students' motivation. The results imply that students who feel that their teachers are friendly, caring, enthusiastic, and supportive have a positive classroom climate and better relationships with their teachers, and this is correlated with their high motivation to learn English. The findings are consistent with existing research that found that teachers' support and positive interpersonal relationships foster students' engagement, enjoyment, and academic motivation (Li & Zhang, 2024; Yin & Luo, 2024; Zhang & Hu, 2025). From the viewpoint of Self-Determination Theory, teacher personality has a positive effect on satisfying students' needs for relatedness, competence, and autonomy, which then increases students' intrinsic motivation (Ryan & Deci, 2020; Reeve, 2022).

This study aimed to explore the mediating effects of classroom environment and teacher-student relationship between the teachers' personality trait and the students' motivation to learn English. The results revealed that

classroom environment and teacher–student relationship significantly and partially mediated this relationship. The findings suggest that teachers' personalities can have a direct as well as indirect impact on students' motivation through their supportive classroom environment and positive interpersonal relationships. The direct effect of teachers' personality was still significant in the regression models after both mediators were added, and thus mediation was partial. The findings from this study support the empirical test of Hypotheses H3 and H4, and they are consistent with the Self-Determination Theory (ST), which indicates that a positive relationship with others and a supportive learning environment contribute to increased students' intrinsic motivation.

The mediation analyses also found that the Classroom Environment had a greater indirect effect (0.178) than did the Teacher–Student Relationship (0.101). This finding indicates that while a positive teacher–student relationship is crucial for student motivation, teachers' classroom climate has a more significant impact on the process of how teachers' personality traits become students' learning English motivation. Positive and approachable teachers with emotional stability and support are more likely to create comfortable classrooms where pupils can express their thoughts, take part in classroom activities, and feel confident in learning English. The environment in classrooms fosters students' feelings of belonging, competence, and autonomy, all of which are psychological needs identified in Self-Determination Theory (Ryan & Deci, 2020).

The results align with previous studies that have shown that positive classroom environments have a positive impact on students' motivation, engagement, and academic success (Majumder & Beri, 2024; Qin, 2022). Similarly, the crucial role of the teacher–student relationship is consistent with previous research indicating that positive teacher–student relationships have a positive impact on students' motivation and learning involvement (Bertills et al., 2023; Ramadani et al., 2025; Li & Zhang, 2024; Pianta, 2012). The present study, however, builds on the previous studies by revealing a greater indirect effect of classroom environment than that of teacher–student relationship on the effect of teachers' personality on students' motivation to learn English. This indicates the need to build positive interpersonal relationships in addition to supportive classroom relationships, especially in government secondary schools' English language classrooms.

Conclusion

The present study aimed at investigating the mediating role of classroom environment and teacher–student relationship between teachers' personality traits and students' motivation towards the learning of English in government secondary schools of Quetta, Pakistan, among the female students. The results showed that the personality of the teachers has a positive effect on the students' motivation through the direct and indirect path. Classroom environment and teacher–student relationship were important partial mediators of this relationship, suggesting that teachers' personality contributes to enhancing students' motivation through establishing a supportive classroom environment and positive teacher–student relationships. An indirect effect was found for the two mediators; Classroom Environment showed the highest indirect effect, meaning that the learning climate that teachers create has the greatest influence on students' motivation between teacher personality and students' motivation. The results of the study support the study hypotheses and complement the S.D.T in that both positive classroom experiences and interpersonal relationships are important avenues through which teachers' personality is connected with students' motivation in ELL.

Practical Implications

The results of this research have implications for educational practice, teacher training, and educational policy. First, English language teachers should be aware that their personality characteristics affect students' motivation in both

direct and indirect ways, namely the classroom environment they create. Teachers need to foster supportive, inclusive, and psychologically safe class environments, therefore enabling students to share their thoughts, be active, and confident in their learning of the English language. Therefore, the development of positive classroom climates that enhance motivation and active learning should be emphasized, as the classroom environment has the highest level of mediation effect.

Second, the teacher education institutions should improve pre-service and in-service teacher training programmes with more attention paid to professional development of teachers in interpersonal communication, emotional intelligence, classroom management, student engagement and motivational teaching strategies. This training can enable teachers to transfer their positive personality traits to their teaching behaviours and thus improve the learning experiences of the students.

Third, school administrators need to support teachers by mentoring them, observing classrooms, and providing ongoing professional development opportunities focused on positive classroom climate, student–teacher interactions, and student-centered instructional practices. The development of a supportive school culture can also support teachers' efforts to motivate students.

Lastly, educational policymakers should be aware of this because improved motivation cannot be ensured by only focusing on curriculum and instructional materials but also on the social and psychological aspects of instruction. Investment in teacher development programmes aimed at improving teachers' interpersonal skills and classroom management skills could prove to be a cost-effective approach to enhancing students' English language learning outcomes in government secondary schools.

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