Role of Al Jamea-Tus-Saifiyah University Nairobi Campus Lecturers in Students' Personality Development

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Abstract
on Maslow's theory on personality development guided by one research questions: The purpose of this study was to establish the role of Aljamea-tus-saifiyah University lecturers Nairobi campus in students' personality development. Personality development is vital for the holistic growth of every human being. This study was underpinned What challenges do Al Jamea -Tus-Saifiyah lecturers face in addressing students' personality development? The study used a mixed methods approach and a convergent-parallel design adopting cross sectional survey for quantitative data and phenomenology for qualitative data. The target population for the study was all students and lecturers of Aljamea-tus-Saifiyah, Nairobi campus. Stratified random sampling and systematic random sampling techniques were used to select 16 teachers and 72 students who took part in the study. Data were collected through interviews and questionnaires. Quantitative data collected was cleaned, coded and entered into computer SPSS software version 21 to generate frequencies and percentages. Qualitative data was analysed using content analysis and presented in narratives and direct quotes. The major findings were that personality development is important for students because it helps them fit well in the society; the teachers are equally important in guiding the students to develop that personality and that institutions need clear policies to guide on personality development of students and lack of exposure to the outside world, peer pressure and bullying of the students are notable challenges to the students' personality development. The study recommended that to help the students develop the traits of openness, conscientiousness, extraversion and agreeableness, there is need for the teachers to mentor them; to help the teachers execute their mentorship roles effectively, it should be the responsibility of the administration of the university to organise regular (preferably once every semester) training sessions on mentorship for the teachers; all the teachers of the university should be offered continuous support in teaching methodology. To curb peer pressure on the part of the students, two options can be adopted. One, organise weekly sessions where students are given guidance on how to live with others in community and secondly to eliminate bullying, there is need to develop an institutional culture where each and every member feels part and that their voice and suggestion matters.
Key words: Lecturer, Personality development, Al Jamea-Tus-Saifiyah

I. BACKGROUND OF THE PROBLEM

The Science of Education is an area of expertise formed on the basis of two notions, "education" and "instruction." Education is the activity that aids new generations obtain the necessary information,ability, attitude and understanding and develop their character while preparing them for communal life(Barron &Bell, 2015).Moral education and personality development have an uneven history, despite efforts aimed at their improvement. Irrespective of this uneven history and questions asked about whose and which values ought to guide them, human ethics and values are still a way of revealing the inner or genuine life of a person. Education with regards to personality development is the most important element of moral education (Terrell, 2012). Character building and learning of ethical and moral values have been regarded as the first and foremost goal of education, and many educationists have emphasised it (Misbah, Ghulam, & Hussain, 2018)). The idea of education involving values and character has elicited a great deal of interest in recent years and countries such as the United Kingdom, the United States of America (USA), New Zealand, the Netherlands and Australia have held conferences on values education in the shape of character-building programmes with well-defined policies (Arthur, 2011).

Personality development and education have been inseparable since ancient times, because the concept education has been defined to be much more than the mere transferring of knowledge (Jebungei, 2013). However, most of the countries have therefore decided to rather implement character-building programmes that promote so-called universal values (Freeks, 2015)). Certain researchers, authors and scientists have expressed the opinion that the youth of today do not have the ability to make good value judgments, and that they ought therefore to receive instructions and mentorship in these areas(Annum, 2017)). However, values are unique to

mankind, and it is only human beings that partake in meaning ascribed to objects, the self, others, the Creator and the world, as well as ideas, feelings and thoughts. Therefore, mankind is essentially a creature of values that develop personality (Darling-Hammond, Flook, Cook-Harvey, Barron, &Osher, 2020).

Boqo (2014) retorts that personality traits are a combination of characteristics that are innate to people as individuals as well as characteristics that develop from specific life experiences. The personality traits that make up a person go a long way in determining how successful he is.There are certain personality traits that help teachers and students succeed. Success may mean different things for different people. Teachers and students who hold the majority of the following characteristics are almost always successful regardless of how success is defined. Responsibility which is the ability to be accountable for one's actions and to carry out tasks that have been assigned in a timely manner; Respectfulness, the ability to allow others to do and be their best through positive and supportive interactions is respectfulness; Resourcefulness and Resourcefulness which is the ability to make the most of what you have available to solve a problem or make it through a situation. All these personality traits can be acquired through education and teachers' professional development.

Ulug, Ozden and Eryimaz (2019) in their study quantitative conducted in China posited that Personality is not inherited rather it is developed. The process starts right from the student's childhood. This personality is shaped afterwards on the basis of impact of various positive and negative factors in life. The importance of this understanding is that, one should always keep on improving his/her personality. In other words, if it is felt that there are some features in our personality that need to be worked upon, then it can be done. As from students' point of view effective and impressive personality development programme helps the students to face, meet and overcome the challenges of the outside world more effectively and efficiently. It also makes easier for them to ascend complicated academic and corporate ladder more smoothly.

Teachers play an important role in personality development of students. The child's intelligence is of course an important factor which decides his learning ability. Psychologically trained teachers work with children in such a planned manner so that they adapt and modify their flawed concepts for themselves (Will, Nagel, 2015).The study further states that School acts as a means of socializing the child and of nurturing the mental health and personality alteration necessary to facilitate him to take his place as a responsible citizen in a self-governing world. Good teachers make all their efforts for the non-intellectual as well as with the intellectual development of children, even if they consider that the school should limit its objectives to intellectual development.

Heinström (2012) in his quantitative survey in Boston argued that the connection between personality and learning processes is best revealed by looking at specific facets of the five-factor model traits rather than at meta-traits. Promising findings have been revealed within this research tradition. Heinström adds that it is essential to consider the influence of domain and subject for a deeper understanding of the connection between personality and learning as each personality trait comes with its own aptitudes and weaknesses. Various traits may facilitate or hinder learning dependent on the learning task, whether this is practical, social, analytical, or creative for instance. Some disciplines, such as mathematics, may require analytical thinking, while the learning of other topics is facilitated by creative thinking. Various traits may also be more or less influential on learning depending on age, gender, educational requirements, and grade level. For instance, self-directed learning and critical thinking become increasingly important from elementary school to university education.

In the USA, Hawkes, Lovat (2013) proposed 11 basic principles of effective character education to guide schools as they plan their character education. These principles include issues such as core ethical values, developing good character, developing the school as a caring community and the relationship between character education and the academic curriculum and evaluation. Many character building programmes in the USA have since been built on this foundation to have an influence over the character-development and character-building of learners. Many such character-building programmes have already been implemented at schools, where

Birnbaum, Cardona, Milian and Gonzalez (2012) conducted a study in a major university in Texas on the utilization of counselling services by international students. This study aimed at understanding why international students seek counselling services. The data collected over six years of the study indicated that many international students, when having difficulties or psychological concerns, lean on family and friends. Unfortunately, not all students have the support they need and many people were not empathetic for hosting international students. Although the university provided a counselling service, it was not widely used by international students. Many saw counselling as a replacement for family and friends, only to be used if a student did not have any friends or relatives. An implication from this study could be that international students should be provided an understanding of possible options such as counselling as professional advice from their lecturers to assist in adapting to their new life and better improve their personality to face the challenges experienced.

Freeks (2015) carried out a study to determine how college students' lives are influenced by involved role-players in character-development and in character-building in South Africa. According to him, value and character education provides the building blocks for the inherent preservation of a healthy society. It is the art of life that keeps the environment friendly, free and safe, allowing earth's inhabitants to work, live and play

together in peace. The influence of relevant role-players and institutions with regard to values and character-development are likely to be able to ensure the provision of a successful life and future for students. The conclusions arrived at in this research indicate parents, lecturers and other specific individuals to be important role-players when it comes to character development and character-building.

Boqo (2014) in South Africa established that for any learning and student development to nourish and be realized discipline from all parties involved is paramount. In their study they identify that not all students in a learning institution may be well mannered or respectful. There can be some cases of serious disrespect towards teachers and the rules safeguarding students can be a headache for teachers. Teachers in return are forced to be the ones to call things to order or try and instil or speak the best practices or disciplinary measures to the students which in most cases is never a pleasant situation or the best environment to work in. In cases teachers found themselves in a situation that they had to look into the lawsuits and double check it before they could respond as things could turn against them in unexpected ways. However, if they are forced to teach the same set of students even amidst an unfriendly classroom condition, it can kill their love for teaching.

Otieno (2019) in her study to investigate integration of value based education in the Kenyan education system as a response to emerging challenges in Kenya asserts that value - based education is known by a number of names including values education, value education, living values education, moral education, character education, among others. Each term has a slightly different meaning but generally refers to the same concept. The role of education according to her is emphasized for character development; to bring out inherent qualities, latent potentialities and developing personality for individual wellbeing and the society. Value based education (VBE) aims at instilling qualities among students that culminate in holistic development of character in preparation for handling life challenges, growth and survival. Otieno adds that teachers should be at the centre of instilling these values and personality development of their student wherever they teach.

According to Van (2015) the present world is in a moral crisis and it seems as though educational institutions experience both challenges and enormous behavioural problems. Statistics prove that there is a drastic decline in morals, values, standards, ethics, character and behaviour and schools, where colleges and even universities seem to indulge in crisis after crisis. It is perceived that behavioural problems such as substance and drug abuse, violence, theft, vandalism, bullying, aggression, immorality, examination fraud, amongst others, are increasing among students in many countries including Kenya. The type of behaviour exhibited by lecturers at AlJamea –tus- Saifiyah University will have both direct and indirect effects on the effectiveness of teaching and personality development. Worth noting is the fact that the goal of teaching and learning is to produce successful candidates in character and knowledge to self, parents and the society. Accepted behaviours such as dedication, hard work, proper dressing, discipline, interest, self-perception/self-concept, and manners exhibited by teachers may produce morally and socially individual. But if the behaviours of teachers are below standard or full of behaviour deficiencies, then the quality of moral instruction and character building by the teachers will be questioned and in the process might impact negatively on their students. It is along this line that the research seeks to find out challenges faced by Aljamea- Tus – Saifiyah lecturers in personality development of their students in order to ensure that students' moral values are well catered for.

Statement of the Problem

It is the onus of educators to create a values-based learning environment, this can be done by placing renewed emphasis on moral and cultural dimensions of education which will enable individuals to grasp the individuality of other people and to understand the world's erratic progress towards a certain unity. Respect, peace, honesty and responsibility are some of the values expected to be developed in learners. To achieve values education that builds personality of a person, there has to be an agreed set principle, and deeply held convictions that will drive the values agenda (Otieno&Gunga, 2016).

Teachers play a significant role in imbibing values. This can be done within the education content and also through the educational process. If deemed appropriate, values education for personality development can be handled as a subject in the curriculum but also as a guiding ethos that emphasizes the importance of creating a learning. A values process is all inclusive and calls for participation of various stakeholders, that is parents, teachers, the community and other educators. The success of a value-based program is dependent on training of teachers to create awareness and increase their understanding of themselves. This provides an opportunity for teachers to reflect and initiate change in themselves and the students. It is only then that they can provide opportunities that make students feel safe, explore and experience values UNESCO (2018).

In the last few years, personality development has been emphasized in Aljamea Tus-Saifiyah University to promoted personality development. To be sure there is proper implementation of personality development the teacher's role should be clarified so as to achieve this objective. The aforementioned literature related to the roles teachers play and challenges they encounter in students' personality development and its importance suggests that quite a number of research has been conducted across the globe on these two aspects. Unfortunately, very little research has been done in Kenya and specificallyAljamea –tus- Saifiyah University on

challenges lecturers face I imparting the key personality traits in their students. The researcher therefore sought these challenges in Aljamea since the challenges might be unique for each University as a case. This might help the university to strengthen their strategies or alternatively lay down better ones to help students realize their potentials and faculties in order to emerge as responsible citizens in society.

Theoretical Framework
This study was guided by Abraham Maslow's Personality and the Hierarchy of Needs. Maslow proposes that human beings have certain needs in common and that these needs must be met in a certain order. These needs range from the most basic physiological needs for survival to higher-level self-actualization and transcendence needs. Maslow's hierarchy is most often presented visually as a pyramid, with the largest, most fundamental physiological needs at the bottom and the smallest, most advanced self-actualization needs at the top. Each layer of the pyramid must be fulfilled before moving up the pyramid to higher needs, and this process is continued throughout the lifespan.

Maslow believed that successful fulfilment of each layer of needs was vital in the development of personality. The highest need for self-actualization represents the achievement of our fullest potential, and those individuals who finally achieved self-actualization were said to represent optimal psychological health and functioning. Maslow's Hierarchy of Needs can provide Aljamea lecturers a reminder and framework that their students are less likely to perform at their full potential if their basic needs are unmet. They may have a limited influence on the home lives of their students. Though once they enter the campus, lecturers may have the opportunity to assess student needs and then work to adapt their instruction to meet their needs. They should not assume that students should achieve at their full potential once they enter the classroom. They need to look at themselves then they are impacted by any of the characteristics noted above.

II. LITERATURE REVIEW

Denzin and Lincoln(2011)in his quantitative study in Maharashtra, Indiainvestigated the challenges that teachers faced in helping their students develop personality traits. He used a sample size of 200 University students who by use of a questionnaire gave their views. According to this study, teaching was getting more and more complex and challenging. The patience level of students was decreasing while rudeness, argumentation, disobedience, and short temper was on the rise. This was due to modern age competition, stress, availability of alternate sources of knowledge like internet or violence shown in movies, TV series', and video games. They recommended that teachers should device methods that could address such challenges and instil values that lead to the students' personality development.

Ali (2018) looked at challenges that came along with personality development of students in Australia. He did a cross-sectional survey and issued questionnaire to 150 secondary school teachers. The respondents indicated that dealing with change among students was a bit challenging. These learners especially when joining the schools took time to familiarize with the setting. Handling students was complex, diverse, and demanding. It is crucial for teachers to develop leaders among the students in every level to assist them in settling those with difficulties adopting the change. From this study, the role of a teacher is crucial in addressing the said challenges.

Arthur (2011) in his study in Nigeria to examine personal character and tomorrow's citizens opines that research on students' personality is based on the assumption that the student as a person is a significant factor in the teaching-learning process. Personality influences the behaviour of the student in diverse ways, such as in interactions with other students and teachers, motivation to learn, overall academic performance, and their future behaviour in life, and in general, as a member of society. Teachers are having a tough time getting students to be more self-directed. They are looking for a way to ease the pressure of students by keeping them interested and making sure that lesson practices and the homework delivered is fun, accessible anywhere, targeted to improve their weaknesses and ensuring that learning takes place in a more conducive, less-ten**se,** less-pressured environment**.**

Jebungei (2013) carried out a descriptive survey study that examined the challenges facing teachers in using Christian Religious Education to convey values to students in Eldoret Municipality, Kenya. The paper was based on a study conducted among selected secondary schools in Eldoret Municipality. The study population comprised 30 secondary schools, 60 CRE teachers and 1416 Form Four CRE students in the Municipality. Stratified sampling was used to stratify the schools into National, Provincial and District categories. Purposive sampling was used to select the one and only National school in the municipality and simple random sampling to get a sample of 10 secondary schools. Systematic sampling was used to select a sample of 240 students for the study. Two CRE teachers were purposely picked from the sampled schools to form a sample of 20 teachers. Data was collected using questionnaires, interview schedule and an observation schedule and descriptive statistics was employed to analyse the data. The study established that teachers faced challenges such as lack of in-service training on methodology and new approaches.

III. RESEARCH DESIGN AND METHODOLOGY

This study used the Convergent Parallel Design of Mixed methods paradigm. The design required the researcher to collect and analyse the quantitative and qualitative data separately on the same phenomenon and then the different data be converged (by comparing and contrasting the different results) during the interpretation phase. A cross sectional survey was carried out to collect data at one point in time to cater for the quantitative aspect of the study. Phenomenological methods were used to collect qualitative data that determined feelings and experiences of some of the respondents Apopulation of 797 respondents was targeted by this study. These comprised 719 students and 79 teachers in Aljamea –Tus – Saifiyah Nairobi campus. This study employed both systematic sampling and stratified sampling techniques to sample 72 students. Sixteen (16) teachers were sampled through simple random sampling technique.to collect data from students, questionnaires were used while data from lecturers was

On receipt of the completed questionnaires, the collected data was checked for errors in responses, omissions, exaggerations and biases. The researcher used both the quantitative and the qualitative analysis methods. The quantitative data were analysed using descriptive statistics. And data were presented in tables and figures showing frequencies and percentages where applicable. Content analysis technique was used to analyse qualitative data collected during interview schedules and reported in narrative form along with quantitative presentation. The researcher used summary tables to describe the qualitative data. The qualitative data was used to reinforce the quantitative data.

IV. FINDINGS

Instruments' Rate of Return

The questionnaire rate of return was 100% for both the students and teachers' questionnaires. The rate of return is summarised and presented in table 2.

**Table 1**

Questionnaire Rate of Return

$n = 88$

Questionnaire	Sample size	Returned Instruments	Percentage of Return Rate
Students	72	72	100
Teachers	16	16	100
Total	**88**	**88**	**100**

Source: *Field Data*

Designation of the Participants

It was important to collect data about the designation of the participants. For the students this data was to help ensure that both student leaders and students were represented in the study. These data would help find out the differences between students and their leaders. Data about the designation of the teachers was to ensure that teachers of different designations were part of the study. Data regarding the designation of the participants was collected from the students. It was analysed and presented in Figure 1.
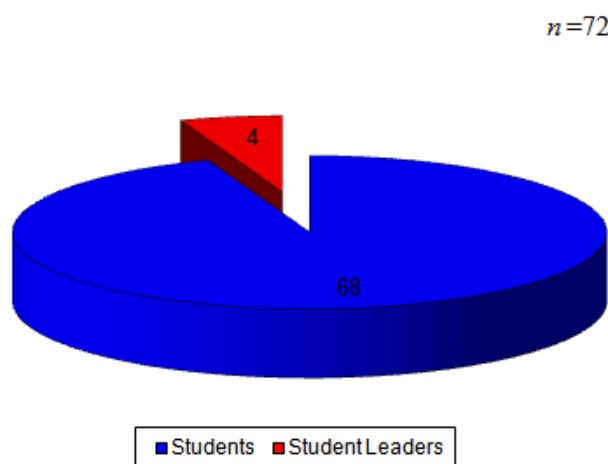
Figure **1:** Distribution of the Designation of the Students

Source: *Field Data*

Figure 2 shows that the number of students who took part in the study were 68 (94.4%) and student leaders were four (5.6%). This suggests that both students and their leaders took part in the study.

Distribution of the Designation of the Teachers
Data regarding the teachers' designation were collected and presented. It was important to collect data on the designation of the teachers so that all the categories would be represented in the study and therefore capture their views on the issues of students' personality traits. Data regarding the designation of the teachers was collected using a closed-ended questionnaire item. They were analysed and presented in Figure 1.
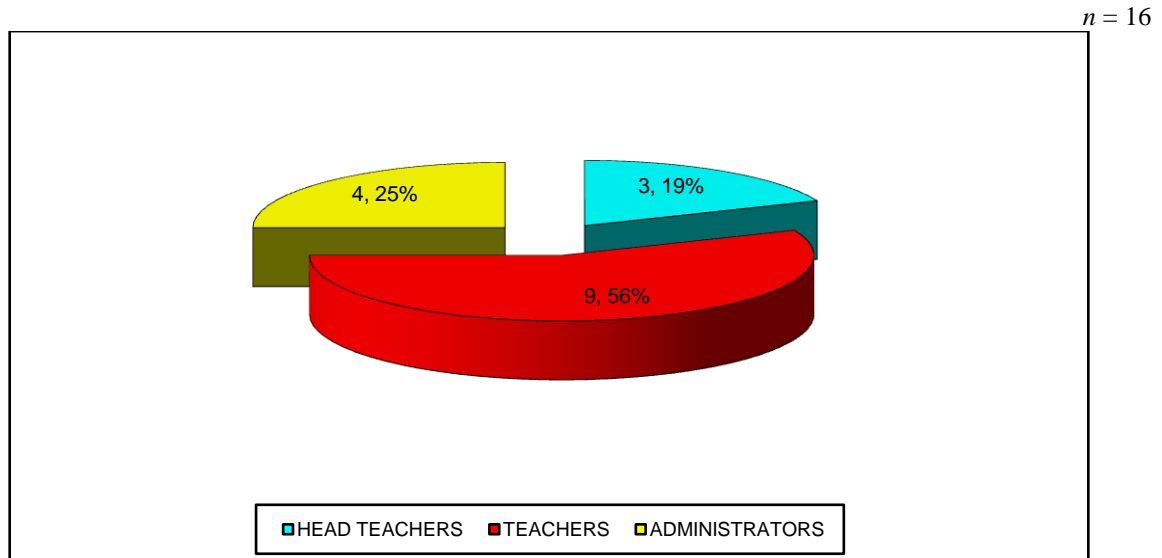
$n = 16$

Figure **2.**Distribution of the Designation of the Teachers

Source: *Field Data*

Figure 2 shows that four (25%) of the teachers who took part in the study were administrators, three (19%) were head teachers and 9(56%) were classroom teachers. The fact that there are more than one head teachers suggests that Aljamea Tus-Saifiyah University Nairobi Campus is a complex institution with probably different independent categories or institutions within it.

Category of Students
Another demographic data considered in this study was class. Data regarding the class was collected, analysed and summarised in Figure 3. This was important to collect this data in order to ensure that students from various classes were represented in the study.
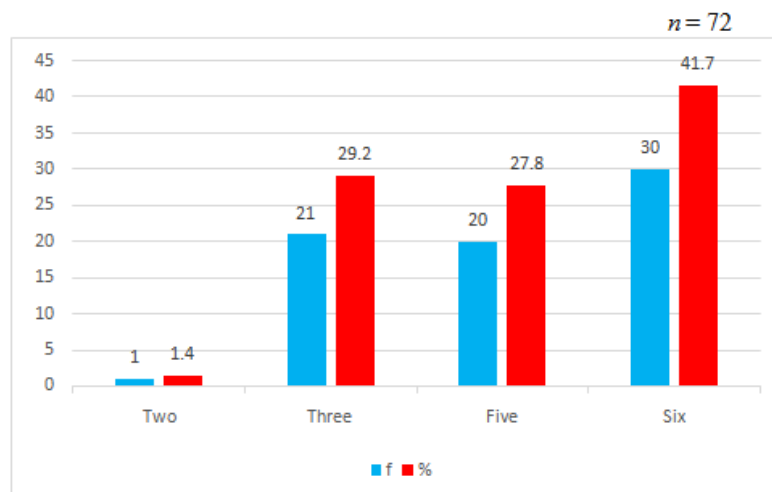
$n = 72$

Figure **3.** Distribution of the Class of the Participants

Source: *Field Data*

It can be observed in Figure 3 that the participants in this study were distributed from class two to class six. Only one (1.4%) of the students who took part in the study was in class two. In class three there were 21(29.2%) students who took part in the study while 20(27.8%) were in class five and 30(41.7%) were in class six. No one from class one and four took part in the study. This finding suggests that the sample of students who took part in this study was representative of the school population.

Challenges are always part and parcel of human endeavour. It was then considered important to establish the kind of challenges lecturers encounter in their effort to help the students develop their personality. Data to answer this question was collected qualitatively using open-ended questions in the questionnaire. Both the teachers and students provided data to answer the question. On their part, the lecturers argued that there were a number of issues that came to play. These issues range from exposure of the student to peer pressure. Some of the lecturers who alluded to the issue of exposure seem to have regarded it as the main challenge for them as they promote the students' personality development in the Nairobi campus. One of the male lecturers said;

The students lack diversity. Personality development requires more exposure towards the outside world. The fact that the students here are largely within the confines of the campus that exposure which is critical in positive personality development is lacking.

Another male lecturer said, "*Students of Al Jamea do not get a lot of exposure to the real world outside campus. The campus is in its own vicinity so the students cannot engage with the locals as well as the outside environment much.*"

A female lecturer also said,

Sometimes exposure with other communities and universities is missing which can help them to connect with students around the globe. This means they miss out on some of the good and helpful traits they would learn through interaction and experience with other people and cultures.

This is corroborated by the argument of one of the students who say that Interaction with people outside Al-Jamea is tough due to what the student calls 'introversion within the campus.' The student clearly states that, '*Sports is also a lacking trait within Talebaat.*' Another one also said, "*There is less interaction with different people and societies. There is very little experience with the outer world.*" Yet another student noted that there is lack of interaction with other students especially other African students. These findings therefore suggest that lack of exposure is therefore a challenge to the personality development among students.

On the contrary a student responding to the question on what challenges they face paints a picture that the students are exposed to colleagues from different areas and countries. However, notes that for them the challenges are not related to exposure but homesick and other pressures associated with the issues of academics. This student pointed out that, "*Everyone comes from a different country and shares different ideas so it is very important to keep in view every student's views and opinions Students are also away from home and that takes a toll on their mental and emotional health which might affect in their academic progress.*" However, there is also the issue of how to cope with people from diverse backgrounds which the students are confronted with and their teachers have to deal with. One of them correctly put it as follows, "*By living and spending time with folks all around the world who all have different backgrounds, to cope with them and be one and united is a challenge which are teachers help us to overcome.*'' In this regard, there is a sense in which it can be argued that the exposure may not really be a major challenge in personality development of students in Al Jamea.

Looking at the sentiments of the lecturers, there is a sense in which it is clear that lack of exposure to the world or life outside campus is a major problem affecting the students' personality development. This is coupled with the fact that students come from different places and environments. These findings concur with Crandall (2016) who found out that dealing with change for students was a challenging. Students found it hard to familiarise with new settings. Hence the need for the teachers to acquire requisite skills to help them in this regard.

The other challenge the lecturers pointed out was in relation to the peer pressure. As a matter of fact, peer groups have a great influence on an individual's behaviour. The peer group rules account for the differences in personality development between peer groups. For this reason, the lecturers who took part in this study felt that peer pressure or influence poses a challenge for them as they seek to help the students develop their personality. One of the lecturer said;

One of the challenges is peer pressure or negative influence. At times it is emotional disturbance. Negative influence is a big challenge. To help the students come out of this behaviour is difficult because of the desire to belong which is what groups bring about.

Another lecturer said;

Sometimes the students are shy and sometimes peer pressure and the issue of bullying. Some of the students are introverts and therefore it is difficult to help them. Some just follow what their colleagues dictate because they want to be like them.

Yet another one said:

Children get distracted easily. They are easily influenced by those around them and especially when they want be like others. When the influence is negative it is even worse. Hence, you need to come up with novel ideas to keep them engrossed. I feel that is a major challenge.

The issue of peer pressure seems to be playing a key role in shaping the students' personality. When the peers influence negative energy then it becomes a big challenge. These teachers seem to agree on this issue. At the same time, some of teachers find it difficult helping learners who are not open especially those that are shy to speak up and/or introvert.

Other challenges pointed out by the teachers included issues to with time management in the sense that there is inadequate time for them to do the best in guiding the students. Some also felt that the prevailing issue was related to lack of follow-up regularly with the students. These issues may be as a result of fact that the teachers have other workloads and therefore lack sufficient time to devote the helping of the students in developing personality.

Students also responded to the question whether they faced challenges in their personality development. On their part, the students also alluded to the challenges identified by the teachers. Issues to do with exposure, openness, peer influence and time management featured prominently in their responses. These data were also collected using an open-ended question in the questionnaire. Many of the students were of the opinion that the issue of openness is affecting their personality development. One of the students bluntly pointed out that, "*I think that some students are introvert that is including myself.*" Another student said just in a few word, "*There is lack of confidence to do something.*" One even alluded to depression as problem that leads to lack of confidence and openness. However, there was not further elaboration on the same. This student said, "*Due to depression I face lack of confidence sometimes.*" It is therefore clear that the students also identify the issue of openness as a challenge affect their personality development.

In a similar way, the students pointed to the fact that there is bullying in the campus and this affects their personality development. In relation to this fact, one of the students said, "*I feel as though on campus the personality development is good and bad at the same time. Meaning that there could be some form of bullying and there are also some forms of nourishment.*" Yet another on said, "*Perhaps sometimes fear overtakes their willingness to participate and therefore not allowing them to proceed further Superiority complex - especially over outside lecturer,*" This suggests that there is fear among the students which could be attributed to bullying.

Like the teachers, the students also identified peer pressure as one of the challenges in personality development among students in Al Jamea-Tus-Saifiyah University Nairobi campus. One of the students was quick in pointing out that peer pressure, some restrictions that are in place and influence from others is a great contributing factor. Nevertheless, there is a sense in which it can noted that another challenge brought forth by the students is that of deviance. One of the students actually pointed out that among students there are those who criticise everything. This student said:

Criticising everything which happening some time it may be in frustration but this habit becomes a challenge for personality development. There is unwillingness of some people to accept these positive changes. It is difficult to be all good but you have to do at least one good deed.

The deviant behaviour that is observable may be as a result of the student population coming from diverse groups with different culture, nationality ad background yet those differences are not taken into account in the campus. Within campus everyone is treated equally and all must follow the same rules. In a like manner, Dongre (2014) found out that teaching was getting more and more complex and challenging and that the patience level of students was decreasing while rudeness, argumentation, disobedience, and short temper was on the rise.

V. CONCLUSIONS OF THE STUDY

Based on the findings of this study, personality development is important for the students because it helps them fit well in the society. The teachers are equally important in guiding the students to develop that personality ad that institutions need clear policies to guide on personality development of students.There is need for the students to improve their rating on the four personality traits under investigation which then requires a lot of support and mentorship from the part of the teachers. The teachers require continuous training on how to integrate personality development in their teaching so that the students are adequately supported during their formation at Al Jamea Tus-Saifiyah Nairobi campus. Lack of exposure to the outside world, peer pressure and bullying of the students were notable challenges discovered by this study in regard to students' development of desirable personality traits.

VI. RECOMMENDATIONS OF THE STUDY

Based on the conclusions made, the study recommended that to help the students holistically develop the traits of openness, conscientiousness, extraversion and agreeableness, there is need for the teachers to mentor them. This can be done by assigning each student to a particular teacher mentor to journey with them throughout their studies at the university. To help the teachers execute their mentorship roles effectively, it may be the responsibility of the administration of the university to organise regular (preferably once every semester) training sessions on mentorship for the teachers. In addition, all the lecturers of the university should be offered continuous support in teaching methodology. This will go a long way to helping the teachers in learning how to integrate ethical values in their teaching so that the students can benefit. This can be done through workshops held with faculty members every beginning of the semester.

To curb peer pressure on the part of the students, two options can be adopted. One, organise weekly sessions where students are given guidance on how to live with others in community. The services of motivational speakers may be sought for the endeavour. Secondly, employ a counselling officer and encourage the students to seek the services of the counsellor regularly and to eliminate bullying, there is need to develop an institutional culture where each and every member feel part and that their voice and suggestion matters. This family democratic system can help in creating an understanding of everyone and each individual essentially feels at home.

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