

**Exploring the Relationship between Personality Traits and Teacher Effectiveness: A
study of in-service Primary English School Teachers**

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Abstract



The aim of this research was to investigate the relationship between personality traits and teacher effectiveness among in-service primary school English teachers, identify the traits most strongly related to teacher effectiveness, and examine teacher effectiveness in relation to teaching experience and qualifications. A correlational quantitative research design was used, and convenience sampling was used to select 190 regular schoolteachers. Data were collected using the Big Five Inventory to assess personality traits and the Standardized Teacher Effectiveness scale by Kulsum to measure teacher effectiveness. Spearman's rho correlation and Kruskal-Wallis tests were employed for data analysis. The results indicated that teacher qualifications, and to a lesser extent teaching experience, have little impact on teacher effectiveness. However, values such as extraversion, agreeableness, conscientiousness, and openness were found to predict teacher effectiveness, with personality variables showing significant correlations (Spearman's rho = 0.479 and 0.526, respectively). There was no significant relationship between teaching experience, qualifications, and teacher effectiveness, suggesting a potential future direction to examine personality traits as tools for teacher selection or professional development to enhance teacher effectiveness and ultimately improve student learning.

Keywords: Primary School teachers, Teacher Effectiveness, Personality Traits

Introduction

The effectiveness of teachers is also well-known as a multi-dimensional construct and it is meant to capture the degree or extent to which teachers influence the cognitive, emotional, and social growth of students (Ahad et al., 2021; Dyson et al., 2023). Academic outcomes have long been used to evaluate effectiveness, which is mainly measured using measures of student academic gain on standardized assessments (Husain et al., 2023). The modern perspectives, however, have extended insight beyond in-class instruction quality to classroom management and classroom climate, student engagement and motivation, professional actions of the teachers, i.e., reflective practice and collaborative engagement (Khatter et al., 2024; Reho et al., 2024). When these dimensions are put together, they give a comprehensive picture of what an effective teacher is, especially in primary education where it is both about intellectual progress of the young learners, but also emotional support and their socialization.

Over the past few years, the importance of personality traits of teachers in influencing these facets of effectiveness has gained more and more attention of researchers. Based on the Five-Factor Model, the terms of the broad categories of traits, that is, Conscientiousness, Extraversion, Agreeableness, Openness to Experience, and Emotional Stability, give valuable insight into how an individual disposition can be fitted with the competent teaching practice.

Conscientiousness comes out as a major determinant of effective behavior, especially in the case of primary English teachers (Roloff et al., 2020). Individuals who have higher conscientiousness are very organized and dependable as well as disciplined individuals; an attribute that complements lesson planning, clarity in instructions, a well-structured classroom routine, and regular feedback. Such an attribute helps in providing coordinated and objective lessons where a predictable climate of academic growth and transparent anticipations are obtained towards young students (Rollett et al., 2021; Nadmilail et al., 2023).

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Extraversion as such expressive, enthusiastic, and sociable character is highly valuable in English instruction in primary education (Ding et al., 2022; Faisal, 2019). There is a higher tendency of extraverted educators to employ enthusiastic teaching skills like story-telling, dramatization and group activities. The interactive methods are user-friendly to the objectives and goals of language acquisition and are conducive to learners developing their basics of English learning. In these environments he/she creates, the interaction with the teacher may feel warmer and more dynamic, and may help the student take an active part in the classroom (Chen, 2022).

The warm classroom environment enhances emotional security in young learners and this is achieved through agreeableness (empathy, patience, cooperation) (Ahad et al., 2021). A high agreeableness among the teachers will establish a culture of respect and trust between the teachers and the student thus leading to a reduced incidence of undesired behavioral actions and good classroom harmony. This living atmosphere serves to foster risk-taking, investigation of new language forms, and respect among students as well as between the students and the teacher in early language classrooms (Wu et. al. 2022; Xiao-wei, 2021).

The Openness to Experience reflects that characteristic person is creative, curious, and flexible which is essential in providing innovative and differentiated instructions. Using open teaching can result in the use by the teachers of multicultural teaching aids, technology, literature-based tasks, or creative group activities that render the learning of English more interesting (Kahanurak et al., 2023). This flexibility is essential to address diverse learners and sustain the attraction of students. Openness in English classes allows applying to instruction adaptation to the linguistic level in understanding and imaginary level (Puspandari, 2023)).

Emotional Stability (or low Neuroticism) describes the ability of a teacher to stay calm when pressured, be able to control his/her stress, and also be stable in behaviors (Ahad et al., 2021; Wettstein et al., 2021). Emotionally stable teachers provide predictive and dependable classroom atmosphere which is important in primary school where routine and stability give children the sense of security. Such stability promotes proper classroom management and enables an instructor to address difficulties without interrupting the flow of instruction (Brittany, 2025; Wettstein et al., 2021).

The combination of these characteristics is especially important. Although each characteristic correlates with particular aspects of effectiveness, combinations do not seem to provide a diminishing output: reliable lesson delivery, resilience in adverse situations, and reduced possibilities of burnout (Roloff et al., 2020). This type of a mix enables quality instruction as well as retention of teachers long-term whereby teachers are more resilient and disciplined and therefore tend to be happier and stay in the field in the long-run.

Conscientious teachers who are emotionally well-adjusted are also much capable of involvement in professional collaboration and reflective practice core elements of effective teaching that do not stay in the classroom (Cervellione et al., 2025; Savina et al., 2025). This structured way of doing everything makes them build trustful relationships between colleagues and become open to or encourage feedback, supporting constant professional growth in the environment and group efficacy in schools.

Personality characteristics also play a key role in the framework of the first-language English instruction, because young English language learners not only need the emotional support but also the interactive, communicative approach (Hong & Liu, 2025; Zhang, 2022). Teacher characteristics define in such environments the extent to which one is able to introduce structured teaching (guided by conscientiousness), lively pedagogy (guided by extraversion and openness) and a trust-embracing learning environment (guided by agreeableness and emotional stability) (Al-Barakat et al., 2025).

Another point that should be mentioned is that the influence of the personality traits does not work outside of the context. Personality can be altered by cultural expectations, school leadership, institutional policies, and community values and translate into practices (Jach et al., 2023; Zadok et al., 2025). To cite an example, an open teacher can thrive in a school more open to innovation and in more strict settings, conscientiousness and emotional stability can be more explicitly rewarded. Similarly, the concept of agreeableness and classroom warmth can be different in diverse cultures.

These insights are practical in nature. Personality profiles can be useful with regard to teacher education and recruitment as they can enhance the practical approach to selecting candidates and developing them, particularly in their placement with respect to job requirements and school culture. Professional development, informed by personality traits, can assist the teachers in developing their

natural predispositions that are underdeveloped, such as assisting an introvert but conscientious teacher in creating and facilitating more dynamic activities during the lesson. Mentorship opportunities and peer-supporting activities can be customized according to one additive personality that will lead to increased job satisfaction and retention.

To summarize, there is a significant relationship between teacher effectiveness and personality characteristics in primary English classrooms according to the literature. These traits include Conscientiousness, Extraversion, Agreeableness, Openness, and Emotional Stability that cut across various aspects of effective teaching that range between instruction preparation and delivering instructions to the classroom environment to the professionals. Having the opportunity to understand how such traits work separately and in synergy with one another in the contextual setting can provide more insights into teacher preparation, policy, and further studies with the calculation to positively influence the experience and outcomes of students.

This study is especially important in the context of education and English language instruction at the primary school level. The research outcomes address issues concerning teacher productivity, teacher selection policies, student achievement, staff training, and educational system policy and reform.

Schools can implement specific interventions that target teacher performance considering the relationship between personality characteristics and teacher effectiveness. The findings of this study will offer crucial implications for stakeholders including educators, policymakers, and researchers working towards improving teacher effectiveness and student achievement.

This study also aims at contributing to the evidence base for improving practices, teacher education policies, teacher professional development, and quality assurance in education. This study attempts to fill the research gaps in the interplay between personality traits and teacher effectiveness. This research will help to inform educational policy about teacher recruitment and selection, professional development, and other policy initiatives. Its findings will give direction to educators, policymakers, and researchers in enhancing teacher effectiveness and students' educational outcomes.

Research Questions

These questions guided our research:

- What is the relationship between Personality Traits and Teacher Effectiveness of in-service primary school English teachers?
- Which specific personality traits of are associated with teacher effectiveness in in-service primary school English teachers?
- Is there any relationship between and teacher effectiveness and teaching experience of in-service primary school English teachers?
- Is there any relationship between teacher effectiveness and qualification of inservice primary school English teachers?

H₀₁: There is no relationship between teacher effectiveness and the extroversion personality trait.

H₀₂: There is no relationship between teacher effectiveness and the agreeableness personality trait.

H₀₃: There is no relationship between teacher effectiveness and the conscientiousness personality traits.

H₀₄: There is no relationship between teacher effectiveness and the neuroticism personality trait.

H₀₅: There is no relationship between teacher effectiveness and openness to experience.

H₀₆: There is no relationship between personality traits and teacher effectiveness.

H₀₇: There is no difference in teacher effectiveness with respect to the teaching experience of primary school English teachers.

H₀₈: There is no difference in teacher effectiveness with respect to qualification of primary school English teachers.

Research Design

For the present quantitative research, a correlational research design was employed to explore the relationship between personality traits and teacher effectiveness among in-service primary school English teachers.

In this research, the correlational design facilitated an examination of the relationships between personality traits (independent variable) and teacher effectiveness (dependent variable). Specifically, the study investigated how personality traits such as extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience impact teacher effectiveness.

The correlational design was particularly appropriate for this study, as it allows for the identification of patterns and relationships between variables without the need to manipulate or control external factors. By analyzing the correlations between personality traits and teacher effectiveness, the primary aim of this study was to explore the factors that contribute to effective teaching. The findings enhance our understanding of teacher effectiveness, providing valuable insights for improving teacher education, school administration, and informed educational policy decisions.

Sampling Method and Size

Convenience sampling was used in this study to select the 190 in service primary English teachers from private schools of Lahore. .

Research Tool

A closed-end questionnaire was used as the research instrument which comprised of two sections i.e. teacher effectiveness and personality traits.

Table 1: Description of the Instrument

Instrument	Creator	Year	No of items	No. of Qs	No. of Sec
A. Big five inventory (BFI)	McCrae, R. R., & Costa, P. T., Jr.	1997	44		2
1.Extraversion			8	1-8	
2.Agreeableness			9	9-17	
3.Conscientiousness			9	18-26	
4.Neuroticism			8	27-34	
5.Openness to experience			10	35-44	
B. Teacher effectiveness Scale.	Kulsum, U.	2011	26		3
1.Classroom management			7	45-51	
2.Preparation for Teaching and Planning			5	52-56	
3.Interpersonal Relations			3	57-59	
4.Teacher Characteristics			8	60-67	
5.Knowledge of subject matter			3	68-70	

Reliability

Reliability of the questionnaire was determined by computing Cronbach alpha values.

Table 2: Internal Consistency of the Items

Sr. No.	Variables	Cronbach Alpha
1	Extraversion	.795
2	Agreeableness	.778
3	Conscientiousness	.829
4	Neuroticism	.841
5	Openness to experience	.800
6	Classroom Management	.872
7	Preparation for teaching and planning	.812
8	Interpersonal relation	.661
9	Teacher characteristics	.892
10	Knowledge of subject matter	.863

Validity

Both content validity and face validity of the questionnaire were established by experts. Content validity is the extent to which a questionnaire accurately represents the topic that it represents. The relevant aspects of the topic were covered with the help of the experts. The face validity, however, refers to the appropriateness and clarity of the questions in the eyes of the subjects. The experts evaluated whether the items appeared appropriate and comprehensible, thereby guaranteeing that the questionnaire.

Results

Figure: 1

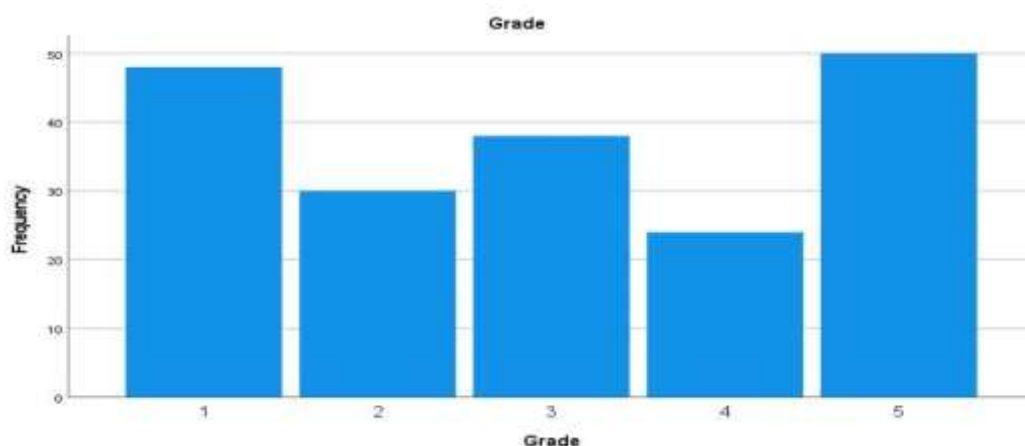


Figure 1 shows grade-wise distribution of respondents. Grade 5 has the highest representation of 50 respondents (26.3%), followed by Grade 1 with 48 respondents (25.3%). 38 Respondents from Grade 3 (20.0%), while Grade 2 there were 30 respondents (15.8%). Grade 4 has the lowest representation, with 24 respondents (12.6%).

Figure 2



Figure 2 shows the distribution of teaching experience among 190 individuals. The majority (39.5%) have less than 5 years of experience, while 21.1% have 5-10 years and another 21.1% have 10-15 years. Only 12.1% have 20 or more years of experience. The table provides a snapshot of the teaching experience profile. most teachers have less than 5 years (39.5 %) of teaching experience. A similar number of teachers have 5-10 years (21.1 %) and 10-15 years (21.1 %) teaching experience. Fewer teachers are 15-20 years (6.3%), and only some have experience of 20 years (12.1%) or more.

Figure 3

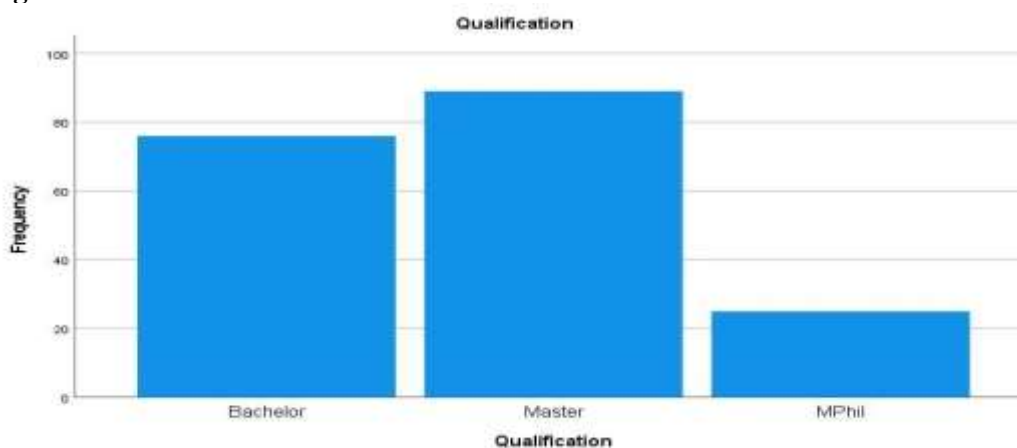


Figure 3 shows the distribution of qualifications among a group of 190 individuals. The majority (86.8%) hold either a Master's (46.8%) or Bachelor's (40%) degree, while a smaller percentage (13.2%) hold an MPhil degree.

Table 3: Descriptive Statistics of Personality traits

Traits	N	Min	Max	Mean	Std. Deviation
Extraversion	190	1.00	5.00	3.730	.638
Agreeableness	190	3.00	5.00	4.317	.440
Conscientiousness	190	1.44	5.00	4.185	.523
Neuroticism	190	1.13	5.00	3.161	.797
Openness to experience	190	2.40	5.00	4.083	.532

Table 3 provides descriptive statistics for 5 personality traits among 190 individuals. The mean scores range from 3.16 (Neuroticism) to 4.32 (Agreeableness), indicating varying levels of each trait. It also shows the most specific traits by comparing mean scores are agreeableness, conscientiousness and openness to experience. The standard deviations indicate the amount of variation in each trait.

Table 4: Descriptive Statistics of Teacher Effectiveness

Teacher Effectiveness	N	Min	Max	Mean	Std. Deviation
Classroom Management	190	1.00	5.00	4.40	.541
Preparation for teaching and planning	190	1.00	5.00	4.25	.595
Interpersonal relation	190	2.33	5.00	4.38	.565
Teacher characteristics	190	1.00	5.00	4.41	.569
Knowledge of subject matter	190	1.00	5.00	4.40	.640

Table 4 provides descriptive statistics for 5 teaching-related variables among 190 individuals. The mean scores range from 4.26 to 4.42, indicating high levels of teaching effectiveness. Standard deviations indicate moderate variation in each variable.

Table 5 : Correlation Between Personality Traits and Teacher Effectiveness

			Personality Traits	Teacher Effectiveness
Spearman's rho	Personality traits	Correlation Coefficient	1.000	.466**
		Sig. (2-tailed)	.	.000
		N	190	190
	Teacher Effectiveness	Correlation Coefficient	.466**	1.000
		Sig. (2-tailed)	.000	.
		N	190	190

Table 5 shows a moderate positive relationship between personality traits and teacher effectiveness ($\rho = 0.466$, $p < 0.01$). This means with positive personality traits increase as a result teacher effectiveness also increases. There is a statistically significant correlation at the 0.01 level, which means that the relationship is not unlikely to occur by chance.

Table 6: Correlation Between Extraversion and Teacher Effectiveness

			Extraversion	Teacher Effectiveness
Spearman's rho	Extraversion	Correlation Coefficient	1.000	.291**
		Sig. (2-tailed)	.	.000
		N	190	190
	Teacher Effectiveness	Correlation Coefficient	.291**	1.000
		Sig. (2-tailed)	.000	.

Table 6 shows a positive correlation between extraversion and teacher effectiveness, with a Spearman's rho coefficient of 0.291 ($p < 0.01$). This indicates significant, moderate relationship between the two variables, suggesting that more extraverted individuals tend to be more effective teachers.

Table 7: Correlation Between Agreeableness and Teacher Effectiveness

		Agreeableness		Teacher Effectiveness
Spearman's rho	Agreeableness	Correlation Coefficient	1.000	.439**
		Sig. (2-tailed)	.	.000
		N	190	190
	Teacher Effectiveness	Correlation Coefficient	.439**	1.000
		Sig. (2-tailed)	.000	.
		N	190	190

Table 7 depicts the association between agreeableness with teacher effectiveness, which indicated a Spearman's rho coefficient of 0.439, ($p < 0.01$). This indicates moderate-to-strong positive association, meaning that agreeable teachers tend to be more effective in their jobs.

Table 8: Correlations Between Conscientiousness and Teacher Effectiveness

		Conscientiousness		Teacher Effectiveness
Spearman's rho	Conscientiousness	Correlation Coefficient	1.000	.479**
		Sig. (2-tailed)	.	.000
		N	190	190
	Teacher Effectiveness	Correlation Coefficient	.479**	1.000
		Sig. (2-tailed)	.000	.
		N	190	190

The Spearman's rho coefficient in table 8 is 0.479 ($p < 0.01$), indicating a positive link between conscientiousness and teacher effectiveness. This suggests that there is a strong and significant correlation between the two factors and that teachers who are more conscientious are generally more effective.

Table 9: Correlations Between Neuroticism and Teacher Effectiveness

		Neuroticism		Teacher Effectiveness
Spearman's rho	Neuroticism	Correlation Coefficient	1.000	-.078
		Sig. (2-tailed)	.	.282
		N	190	190
	Teacher Effectiveness	Correlation Coefficient	-.078	1.000
		Sig. (2-tailed)	.282	.
		N	190	190

Table 9 represents a weak negative correlation (Spearman's rho = -0.078, $p = 0.282$) between neuroticism and teacher effectiveness. Neuroticism does not significantly affect teacher effectiveness, meaning that emotional instability is not a strong predictor of teaching performance. This reflects that this relationship is not significant, and the p-value of (0.282) supports this.

Table 10: Correlation Between Openness to Experience and Teacher Effectiveness

		Openness to Experience		Teacher Effectiveness
Spearman's rho	Openness to Experience	Correlation Coefficient	1.000	.526**
		Sig. (2-tailed)	.	.000
		N	190	190
	Teacher Effectiveness	Correlation Coefficient	.526**	1.000
		Sig. (2-tailed)	.000	.
		N	190	190

Table 10 reveals a strong positive correlation (Spearman's rho = 0.526, $p < 0.01$) between openness to experience and teacher effectiveness. It means that teachers who are more open to new experiences, those that are creative, flexible, risk-taking, even innovative, are more effective at their jobs. The small p-value (< 0.01) guarantees that this relationship is statistically significant, and proves that to improve teaching performance, it is necessary to be flexible and creative.

Table 11: Mean Ranks of Teacher Effectiveness by Teaching Experience

	Teaching Experience	N	Mean Rank
Teacher Effectiveness	Less than 5 years	75	93.89
	5-10 years	40	85.41
	10-15 years	40	94.75
	15-20 years	12	118.13
	20 and above	23	107.78
	Total	190	

Table 11 presents the ranking average of levels of teaching experience in terms of teacher effectiveness. Teachers with 15–20 years of experience rank highest in (118.13), and this is followed by those with more than 20 years (107.78). In contrast, the smallest average ranking (85.41) is shown by teachers with 5-10 years of service.

Table 12: Kruskal-Wallis Test Results for Teacher Effectiveness Across Different Teaching Experience Groups

	Teacher Effectiveness
Kruskal-Wallis H	4.598
Df	4
Asymp. Sig.	.331
a. Kruskal Wallis Test	
b. Grouping Variable: Teaching Experience	

Table 12 shows that Kruskal-Wallis test was used to analyze whether there are any statistically significant differences in teacher effectiveness across different teaching experiences. The study outcomes indicated that the differences were not statistically significant ($H(4) = 4.598, p = 0.331$). This suggests that teacher effectiveness does not significantly vary based on teaching experience in this sample.

Table 13: Mean Ranks of Teacher Effectiveness by Qualification Level

	Qualification	N	Mean Rank
Teacher Effectiveness	Bachelor	76	100.26
	Master	89	93.47
	MPhil	25	88.26
	Total	190	

Table 13 shows the mean rank of teacher effectiveness across different levels of qualification. Although the differences were small, teachers who hold a bachelor’s degree had the highest mean rank (100.26), indicating they were presumably more effective in their teaching role. This suggests that higher degrees (such as master’s, MPhil) do not imply better productivity in teaching.

Table 14: Kruskal-Wallis Test Results for Teacher Effectiveness Across Different Levels of Qualification

	Teacher Effectiveness
Kruskal-Wallis H	1.124
Df	2
Asymp. Sig.	.570
a. Kruskal Wallis Test	
b. Grouping Variable: Qualification	

Table 14 shows the Kruskal- Wallis test for teacher effectiveness which revealed no statistically significant difference ($p = 0.570$) across qualification levels. This shows that having a bachelor’s, master’s, or MPhil degree does not have a substantial impact on teaching effectiveness which means that factors other than formal education like teaching methods, personality traits, and professional development, may play a more crucial role in determining a teacher’s success.

Discussion

The present study examined the association of teacher effectiveness with personality traits among in-service primary school English teachers. The evidence suggests that neither teacher experience nor teacher academic degrees affect teacher quality. The Kruskal-Walli’s test showed no significant difference in teacher performance between the various levels of teaching experience ($p = 0.331$), and level of qualification ($p = 0.570$). The findings imply that the number of years a teacher has taught in the classroom are irrelevant, as is their level of formal education i.e Bachelor’s, Master’s, or MPhil.

These results contradict the common belief that teacher effectiveness is mostly determined by experience and qualifications. Earlier work (Brok et al., 2004; Buka, 2013) showed that teachers become more effective over time, with some of that effect happening in the first few years of practice. Likewise, (Gore et al., 2023) found that although the first few years of teaching bring significant growth for most novice teachers, adding experience beyond this period does not necessarily increase performance. The results of the current study are consistent with this view, suggesting that teacher competence comes to a halt after a few years of teaching, and rather than looking for teachers with tenure or qualifications, we should instead continuously develop them professionally.

To further substantiate these findings, a study in New South Wales analyzing 990 lessons from 512 primary teachers found no significant difference in teaching quality between teachers with less than one year experience and those with over 24 years (Gore et al., 2023; Graham et al., 2020) in their research explored the effect of teacher credentials, teacher experience, teacher competence, teacher attitudes & teacher professional development on 21st-century pedagogies implementation in Kisii County, Kenya. "The study concluded that experience and qualifications were not the decisive factors, with continuing professional development, teacher motivation and innovative teaching strategies proving to be more effective in making teaching effective." The results indicate that traditional qualifications and years of service are certainly important but are not the only predictors of teachers who are successful.

However, other studies indicate that there is a positive relationship between teacher effectiveness and higher qualifications. (Fernandez, 2020; Kariuki et al., 2020) have reported that teachers holding graduate degrees were more effective in adapting instruction and had deeper subject matter knowledge than their undergraduate colleagues in the same field, resulting in higher performance from students. But the findings of this study call those claims into question, showing that a lack of formal education does not seem to significantly impact teacher effectiveness. Instead, the evidence suggests, how effective a teacher is will depend less on formal education and years in a classroom than on personality traits and opportunities for professional development.

These findings indicate the need for reform in teacher recruitment and training policies. They need you to be equipped with the skills of continuous professional development programs that build your ability to improve your pedagogical skills, classroom management, and readiness for today's teaching environment. Instead of a starting system predominantly based on degrees and experience, schools and training establishments should be looking into targeted placement coaching schemes, workshops and lifelong skills pursuance options. A more embodied way of preparing teachers for new needs in the classroom may involve a more dynamic role in teacher training, integrating new educational tools, student-centered learning practices, soft skills training, and more (Akiri & Dori, 2021)

The study also found that personality traits are a critical factor in determining teacher effectiveness. The results showed statistically significant positive correlations between teacher effectiveness and personality characteristics extraversion, agreeableness, conscientiousness and openness to experience. These findings are consistent with prior research highlighting the importance of personality to effectiveness in teaching (Bijender et al., 2023; Burić et al., 2023).

Teachers who are conscientious, characterized by a high level of organization, diligence, and reliability, generally have effectively planned lessons, structured classrooms, and quality instruction, which ultimately leads to better student outcomes (Kim et al., 2019; Roloff et al., 2020). On the other hand, teachers scoring high on openness tend to be more accommodating, inventive, and open to experimental pedagogical approaches, which can also yield improved connection with their students and learning outcomes (Juma, 2024; Roloff et al., 2020).

Supporting this, Huang, (2022) explored the role of Big Five personality traits on teachers' job satisfaction and work engagement, confirming that conscientiousness and openness were the most significant predictors of high-quality teaching. On the other hand, they found that extraversion did not predict teacher work engagement significantly which contrasts with the findings in this study. This discrepancy may be due to cultural, teaching environment or research method differences.

Kim et al. (2019) and Bartanen et al., (2024) found similar results, who verified that conscientiousness and openness were the two most significant personality traits that shape teacher effectiveness. They concluded that conscientious teachers will likely be accountable, organized, well-prepared, and committed to their occupation, whereas teachers scoring high on openness will tend to

stay flexible, be creative and innovative in the classroom. These qualities allow educators to utilize various teaching practices to address various learning needs, contributing to student success.

In fact, more than the effectiveness of a teaching employee, personality traits have an impact on the respective job performance in multiple careers. According to Barrick and Mount (1991), the best predictors of job performance were conscientiousness and openness to experience across multiple occupations, including being in education. Likewise, Macovei et al., 2023 identified a significantly positive correlation between teachers with high levels of conscientiousness, agreeableness, and extraversion and those who created positive classroom environments, built trust among students, and enacted effective class management.

However, this study did not find a significant relationship between neuroticism and teacher effectiveness. This contradicts previous research such as Hollett et al., (2021) and Kell (2019) that teachers high in neuroticism have difficulty regulating their emotions and this affects classroom management and student learning. In a similar vein, neuroticism was found by Jaber et al. (2024) to be associated with lower job performance because of the stress experience and emotional instability it entails. The current study suggests that high neuroticism teachers can still be effective when they have coping mechanisms and implement structured teaching methods.

The findings imply that personality-based assessments and training modules must be part of teacher recruitment, training, and professional development programs. Instead, schools and training institutions need to foster the development of soft skills alongside technical expertise, and the teachers, as well as the leaders of these establishments, need to be flexible, inventive, and emotionally intelligent. This is how personality development can be part of the teacher training program so that teachers can be not only trained for technical knowledge but also with proper personality to give better education.

Conclusion

To conclude, this study highlights the need to consider personality traits along with traditional qualifications to effectively determine teacher performance. Implementing personality-based approaches in the recruitment and development of educators can better equip them to face the challenges of teaching in varied and changing environments.

This research also provides an insight into the importance of continuous support and the development of in-service teachers to ensure those required skills both technical and emotional to create an emotionally literate environment for learning. Thus, by essentially emphasizing the importance of personality traits in shaping the teaching profession, it can therefore lead to better teaching and improved student learning eventually leading to a more effective and flexible teaching workforce.

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