





Qualitative Analysis of Effective Primary School Teachers' Personality Traits

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ABSTRACT

Objective: The objective of this study is to analyze and identify the personality traits and professional behaviors that contribute to the effectiveness of primary school teachers.

Methods and Materials: This qualitative research employed a systematic review approach to gather and synthesize relevant literature on the personality traits of effective primary school teachers. A comprehensive search was conducted across multiple databases, resulting in the initial identification of 122 articles. After applying inclusion criteria and removing duplicates, 39 articles were shortlisted, and a detailed screening process resulted in the selection of 19 articles for in-depth analysis. Data were extracted systematically, and thematic analysis was used to identify recurring themes and patterns related to the personality traits of effective primary school teachers.

Findings: The analysis revealed four main themes: Emotional Intelligence, Instructional Skills, Professionalism, and Interpersonal Attributes. Emotional Intelligence includes empathy, self-regulation, motivation, social skills, and self-awareness. Instructional Skills encompass lesson planning, classroom management, assessment and feedback, instructional strategies, adaptability, and subject knowledge. Professionalism involves ethical conduct, lifelong learning, collaboration, reflective practice, organizational skills, and commitment to students. Interpersonal Attributes include patience, flexibility, enthusiasm, approachability, cultural sensitivity, and caring. These traits collectively contribute to creating a supportive and productive learning environment, enhancing student outcomes.

Conclusion: The study provides a detailed and reliable analysis of the personality traits that contribute to the effectiveness of primary school teachers. These findings underscore the importance of emotional intelligence, instructional skills, professionalism, and interpersonal attributes in fostering a positive learning environment.

Keywords: *Effective teachers, primary education, personality traits.*

1. Introduction

The effectiveness of primary school teachers is a chief factor in shaping the quality of education and the overall development of students. Primary education forms the foundation of a child's educational journey, making it essential to ensure that teachers at this level possess the necessary personality traits and professional skills to foster a conducive learning environment (Kagwiria & Amukowa, 2013; Khumalo, 2019; Mileva, 2020). Research has consistently shown that teacher quality is a significant determinant of student outcomes. Abbas, Tariq, and Jamil (2021) emphasize the importance of continuous professional development (CPD) in enhancing the quality of education provided by primary school teachers. Their quantitative study in Lahore, Punjab, highlights how CPD initiatives contribute to improving teaching practices and educational outcomes (Abbas et al., 2021). Similarly, Ahmad (2023) investigates the quality of education in public and PEF schools at the elementary level in Southern Punjab, underscoring the disparities and the need for effective teacher training programs to bridge these gaps (Ahmad, 2023). Ahmed (2018) focuses on non-disruptive primary education centers for underprivileged children in Bangladesh, illustrating how well-trained teachers can significantly impact the educational experiences of marginalized communities (Ahmed, 2018). This study aligns with Aiwuyo and Omoera's (2019) assessment of the learning environment in early childhood education in Nigeria, which underscores the critical role of teacher effectiveness in early education settings (Aiwuyo & Omoera, 2019).

The state of instructional educational facilities is another aspect that affects teacher effectiveness. Alam (2023) examines these facilities at the Upazila level, indicating that the physical environment, coupled with teacher quality, influences educational outcomes (Alam, 2023). Ben-you (2014) proposes a model for assessing primary and secondary educational quality, with a focus on talent quality as a core standard, highlighting the interrelationship between teacher competencies and student performance (Ben-you, 2014). Cheng and Cheung (2004) explore various types of school environments and their impact on educational quality, suggesting that a supportive and well-managed environment can enhance teacher performance and student learning. This is further supported by Cheng (2023), who discusses the development of the second classroom in remote areas, emphasizing the need for quality education

initiatives to address educational disparities (Cheng, 2023). Clark and Harrison (1997) question whether primary school teachers adequately address educational outcomes relevant to environmental education, pointing to the need for integrating broader educational goals into teacher training programs (Clark & Harrison, 1997). Cunningham (2012) provides a comprehensive understanding of local realities of quality education in Kenya, incorporating perspectives from pupils, parents, and teachers to highlight the multifaceted nature of educational quality (Cunningham, 2012).

The relevance of religious and moral education in upper primary schools in Botswana is examined by Dinama, Moseki, and Olesitse (2021), who stress the importance of aligning educational content with students' cultural and moral contexts (Dinama et al., 2021). Gabal and Mohamed (2016) design a physical environment measure based on quality standards and educational accreditation for primary schools, reinforcing the connection between the learning environment and teacher effectiveness (Gabal & Mohamed, 2016). Goldstein, Lunn, and Peng (2015) call for a new model to evaluate academic physicians and medical school performance, which can be paralleled to the need for innovative assessment models for primary school teachers (Goldstein et al., 2015). Hooze and Honingh (2014) investigate whether school boards are aware of the educational quality of their schools, highlighting the critical role of governance in supporting teacher effectiveness (Hooze & Honingh, 2014). The equity of basic educational facilities, as explored by Huang, Cui, and Ma (2023), sheds light on the spatial disparities that affect educational access and quality, emphasizing the need for equitable resource distribution to support effective teaching (Huang et al., 2023). Huo (2023) examines the implementation path of quality education from the perspective of game theory, providing a theoretical framework for understanding the dynamics of educational quality and teacher effectiveness (Huo, 2023). Irman et al. (2023) analyze the management of the national curriculum based on Islamic boarding school education, demonstrating how integrating religious and cultural values into the curriculum can enhance the quality of education (Irman et al., 2023). Kagwiria and Amukowa (2013) highlight the productivity of teachers in promoting quality education in Kenyan public primary schools, reinforcing the importance of teacher motivation and professional development (Kagwiria & Amukowa, 2013).

Khumalo (2019) discusses the role of transformational school leadership in promoting teacher commitment and sustainable development in South Africa, indicating that

effective leadership is crucial for enhancing teacher performance (Khumalo, 2019). Koessoy et al. (2023) explore the gap in access and online learning facilities in Tomohon City primary schools, pointing to the need for technological integration to support effective teaching practices (Koessoy et al., 2023). Legede (2023) examines pre-primary education practices and quality service provision in Gambella, Ethiopia, highlighting the challenges and opportunities for improving early childhood education (Legede, 2023). Lindsjö (2018) contextualizes the quality of primary education in urban and rural settings in Tanzania, indicating that teacher effectiveness varies significantly across different contexts (Lindsjö, 2018). Mahardhani (2023) explores the role of public administration in improving the quality of education services in primary schools, suggesting that effective management and governance practices are essential for supporting teacher performance (Mahardhani, 2023). Mileva (2020) provides a comparative analysis of primary school teachers' satisfaction with the profession in Bulgaria and Macedonia, indicating that teacher satisfaction is closely linked to their effectiveness and commitment to teaching (Mileva, 2020). Mursidi (2018) discusses the rise of the ideology of kiai in state senior high schools, pointing to the influence of cultural and religious leaders on educational practices (Mursidi & Pebruari, 2018). Noailly, Vujić, and Aouragh (2012) investigate the effects of competition on the quality of primary schools in the Netherlands, suggesting that competitive pressures can drive improvements in teacher performance and educational outcomes (Noailly et al., 2012). Pangeti, Mapolisa, and Chisaka (2023) use the ecological systems theory as a framework for inclusive early childhood education practices, highlighting the importance of a supportive environment for teacher effectiveness (Pangeti et al., 2023). Peng et al. (2023) discuss the role of artificial intelligence education in primary and secondary schools, indicating that innovative technologies can enhance teaching practices and student learning (Peng et al., 2023).

Rahmania et al. (2020) examine the implementation of internal quality guarantee systems to increase the quality of education in junior high schools in Malang, Indonesia, suggesting that quality assurance mechanisms are essential for supporting effective teaching. Rao and Jani (2008) discuss the relationship between school quality, educational inequality, and economic growth, indicating that effective primary school teachers play a critical role in promoting educational equity and socioeconomic development (Rahmania et al., 2020). Rolph and Rolph (2012) emphasize

the high quality of education in small, rural schools, suggesting that teacher effectiveness is not solely dependent on school size but also on the quality of teaching practices (Rolph & Rolph, 2012). Savi et al. (2020) explore the trade-offs in detecting primary schools at risk, indicating that effective assessment and monitoring systems are crucial for supporting teacher performance (Savi et al., 2020). Suminto and Mbato (2020) discuss the implementation of metacognition in teaching character education in primary schools, suggesting that reflective practices are essential for effective teaching (Suminto & Mbato, 2020). Tukundane et al. (2022) examine the use of educational facilities and the quality of teaching in Buhweju District, Uganda, indicating that adequate resources and facilities are critical for supporting teacher effectiveness (Tukundane et al., 2022). Xu, Song, and Liu (2018) analyze social-spatial accessibility to urban educational resources in Nanjing, China, suggesting that equitable access to resources is essential for effective teaching practices (Xu et al., 2018). Yuan et al. (2022) explore the effect of persistence in physical exercise on the positive psychological emotions of primary school students, indicating that teachers who promote physical activity can enhance student well-being and academic performance (Yuan et al., 2022). Zaenal (2021) provides a case study of model school quality culture in Sitirejo, Pati Regency, suggesting that a positive school culture is essential for supporting teacher effectiveness (Zaenal, 2021). Zhou (2023) investigates the current implementation of moral education in China, indicating that integrating moral education into the curriculum can enhance the overall quality of education (Zhou, 2023).

In summary, this study aims to synthesize the existing literature on the personality traits of effective primary school teachers, providing a comprehensive understanding of the qualities that contribute to teacher effectiveness. By examining various aspects of teacher personality, instructional skills, professionalism, and interpersonal attributes, this research seeks to inform teacher training and development programs, ultimately enhancing the quality of primary education. The findings from this qualitative systematic review will contribute to the ongoing efforts to improve teacher effectiveness and educational outcomes worldwide.

2. Methods and Materials

2.1. Study Design

This qualitative research aims to analyze and identify the personality traits of effective primary school teachers. The study employs a systematic review approach to gather, synthesize, and interpret relevant literature on the subject. The research design follows a comprehensive and rigorous process to ensure the reliability and validity of the findings.

2.2. Data Collection

The data collection process involved a systematic review of existing literature until theoretical saturation was achieved. A comprehensive search was conducted across multiple databases, including ERIC, PsycINFO, PubMed, and Google Scholar, using keywords such as "effective teaching," "primary school teachers," "personality traits," and "teacher effectiveness." Inclusion criteria were established to select relevant articles, focusing on studies that specifically examined the personality traits of effective primary school teachers. Articles published in peer-reviewed journals, in English or Persian, and within the last 20 years were considered.

The initial search yielded 122 articles. After removing duplicates and applying inclusion criteria, 39 articles were shortlisted for further review. A detailed screening process, involving abstract and full-text reviews, was conducted to assess the relevance and quality of the studies. This process resulted in the selection of 19 articles that met the criteria for inclusion. A data extraction form was developed to systematically collect information from each selected article. Key elements included the study's objectives, methods, sample characteristics, findings related to personality traits, and conclusions. Two researchers independently extracted data to ensure accuracy and consistency, resolving discrepancies through discussion and consensus.

2.3. Data Analysis

The data analysis process involved several steps to synthesize and interpret the findings from the selected

articles. The extracted data were analyzed using thematic analysis, a method for identifying, analyzing, and reporting patterns (themes) within the data. An initial coding framework was developed based on the research questions and literature review. The data were then coded line-by-line to identify recurring themes and patterns related to the personality traits of effective primary school teachers.

The coding process was iterative and involved multiple rounds of coding and refinement. Initially, open coding was performed to capture broad themes. Axial coding was then used to identify relationships between the themes and sub-themes. Finally, selective coding was employed to integrate and refine the themes into coherent categories. To enhance the validity and reliability of the analysis, several strategies were employed. These included triangulation (comparing findings across different studies), peer debriefing (discussing the analysis with other researchers), and member checking (seeking feedback from experts in the field).

The final step involved synthesizing the themes and sub-themes to construct a comprehensive understanding of the personality traits of effective primary school teachers. The synthesized findings were compared with existing theories and frameworks on teacher effectiveness to ensure coherence and relevance. By following this systematic and rigorous methodology, the study aims to provide a detailed and reliable analysis of the personality traits that contribute to the effectiveness of primary school teachers.

3. Findings and Results

The analysis of the 19 selected articles revealed several key personality traits that contribute to the effectiveness of primary school teachers. The findings are categorized into four main themes: Emotional Intelligence, Instructional Skills, Professionalism, and Interpersonal Attributes. Each theme encompasses various subcategories that further detail the specific traits and behaviors effective teachers exhibit.

Table 1

The Results of Qualitative Analysis

Category	Subcategories	Concepts
Emotional Intelligence	Empathy	Understanding students' feelings, Active listening, Sensitivity to student needs, Showing compassion
	Self-regulation	Managing emotions, Staying calm under pressure, Controlling impulses, Patience, Reflective thinking
	Motivation	Passion for teaching, Inspiring students, Commitment to student success, Enthusiasm, Self-motivation
	Social Skills	Building relationships, Effective communication, Conflict resolution, Teamwork, Interpersonal skills

Instructional Skills	Self-awareness	Recognizing personal strengths and weaknesses, Reflective practice, Awareness of personal biases, Seeking feedback
	Lesson Planning	Structuring lessons, Setting clear objectives, Differentiating instruction, Integrating resources
	Classroom Management	Maintaining discipline, Organizing classroom space, Implementing rules, Managing time effectively, Providing consistent routines
	Assessment and Feedback	Designing assessments, Giving constructive feedback, Monitoring student progress, Adapting instruction based on assessment results
	Instructional Strategies and Adaptability	Using diverse teaching methods, Encouraging critical thinking, Promoting active learning, Incorporating technology, Scaffolding student learning
Professionalism	Subject Knowledge	Modifying teaching approaches, Responding to student needs, Adjusting lesson plans, Embracing change
	Ethical Conduct	Expertise in subject matter, Staying updated with developments, Relating content to real-world situations
	Lifelong Learning	Demonstrating integrity, Maintaining confidentiality, Upholding professional standards, Acting responsibly
	Collaboration	Engaging in professional development, Reflecting on practice, Seeking new knowledge, Attending workshops
	Reflective Practice	Working with colleagues, Sharing best practices, Participating in school committees, Building professional networks
Interpersonal Attributes	Organizational Skills	Self-assessment, Evaluating teaching effectiveness, Making informed changes, Documenting reflections
	Commitment to Students	Planning and organizing work, Managing paperwork, Prioritizing tasks, Meeting deadlines
	Patience	Dedication to student welfare, Going the extra mile, Building trust with students, Advocating for students
	Flexibility	Tolerating frustration, Waiting calmly, Persevering through challenges, Supporting struggling students
	Enthusiasm	Adjusting expectations, Embracing diversity, Accommodating different learning styles, Changing plans as needed
Interpersonal Attributes	Approachability	Displaying energy and excitement, Making learning fun, Encouraging student participation, Showing positive attitude
	Cultural Sensitivity	Being accessible to students, Encouraging questions, Creating a welcoming environment, Building rapport
	Caring	Respecting cultural differences, Integrating diverse perspectives, Avoiding stereotypes, Promoting inclusivity
		Showing genuine concern, Offering emotional support, Building strong student-teacher relationships, Encouraging personal growth

3.1. Emotional Intelligence

Effective primary school teachers exhibit high levels of emotional intelligence, which is crucial for fostering a positive learning environment. One significant subcategory is empathy, where teachers demonstrate an ability to understand students' feelings and show compassion. Teachers often reported, "I always try to put myself in my students' shoes to understand their struggles better." Another essential aspect is self-regulation, which involves managing emotions and staying calm under pressure. As one teacher mentioned, "Remaining patient and composed, even in stressful situations, helps me handle classroom challenges more effectively."

Motivation is another key trait, with effective teachers showing a passion for teaching and inspiring students. "My enthusiasm for teaching comes from my belief in the potential of every student," said one teacher. Additionally, social skills are vital for building relationships and effective communication. "Being able to communicate clearly and resolve conflicts is crucial in maintaining a harmonious

classroom," noted a participant. Lastly, self-awareness helps teachers recognize their strengths and weaknesses. One teacher reflected, "Regular self-assessment helps me improve my teaching strategies and understand my biases."

3.2. Instructional Skills

Effective teachers excel in various instructional skills. Lesson planning is fundamental, involving structuring lessons and setting clear objectives. One teacher explained, "I spend a lot of time planning lessons that cater to different learning styles." Effective classroom management, or classroom management, involves maintaining discipline and organizing classroom space. "Creating a structured environment helps students know what to expect and keeps them focused," shared a teacher.

Assessment and feedback are also critical, with teachers designing assessments and providing constructive feedback. "I believe in continuous assessment to monitor progress and adapt my teaching accordingly," a teacher noted. Instructional strategies encompass using diverse methods and promoting active learning. "Incorporating technology

and interactive activities keeps students engaged," said one educator. Lastly, adaptability allows teachers to modify teaching approaches and respond to student needs. "Being flexible and ready to change my plans is essential to meet the dynamic needs of my students," a teacher highlighted.

3.3. Professionalism

Professionalism in teaching is demonstrated through various behaviors and attitudes. Ethical conduct involves demonstrating integrity and maintaining confidentiality. One teacher stated, "Maintaining professional ethics is paramount in building trust with students and parents." Lifelong learning reflects a commitment to professional development and seeking new knowledge. "I regularly attend workshops and courses to stay updated with the latest teaching methodologies," mentioned a teacher.

Collaboration with colleagues and sharing best practices is another critical aspect. "Working with other teachers and participating in school committees helps improve our teaching practices," said a participant. Reflective practice involves self-assessment and making informed changes to teaching methods. "I constantly evaluate my teaching effectiveness and make necessary adjustments," shared an educator. Additionally, strong organizational skills are necessary for planning and managing tasks. "Being organized helps me manage my workload efficiently and meet deadlines," noted a teacher. Lastly, commitment to students is reflected in dedication to their welfare and building trust. "I go the extra mile to ensure my students feel supported and valued," said one teacher.

3.4. Interpersonal Attributes

Effective primary school teachers possess several important interpersonal attributes. Patience is essential for tolerating frustration and persevering through challenges. "Patience is key when dealing with young students who are still learning how to behave and interact," mentioned a teacher. Flexibility allows teachers to adjust expectations and accommodate different learning styles. "Being flexible helps me cater to the diverse needs of my students," shared an educator.

Enthusiasm is displayed through energy and excitement for teaching. "My enthusiasm for teaching makes learning fun and encourages student participation," said a teacher. Approachability ensures teachers are accessible and create a welcoming environment. "I make sure my students know they can come to me with any questions or concerns," noted

a participant. Cultural sensitivity involves respecting cultural differences and promoting inclusivity. "Understanding and integrating diverse perspectives in my teaching helps create an inclusive classroom," highlighted a teacher. Lastly, caring is shown through genuine concern and emotional support for students. "Showing care and building strong relationships with my students is fundamental to their personal growth," said one teacher.

4. Discussion and Conclusion

The findings of this study illuminate the critical personality traits and professional behaviors that contribute to the effectiveness of primary school teachers. By categorizing these traits into emotional intelligence, instructional skills, professionalism, and interpersonal attributes, we provide a nuanced understanding of what makes a primary school teacher effective.

The study highlights that effective primary school teachers possess high levels of emotional intelligence, encompassing empathy, self-regulation, motivation, social skills, and self-awareness. Empathy allows teachers to understand and respond to students' emotional needs, fostering a supportive classroom environment. This aligns with the findings of Aiwuyo and Omoera (2019), who emphasized the importance of empathy in creating a conducive learning environment in early childhood education (Aiwuyo & Omoera, 2019). Self-regulation helps teachers manage their emotions and remain composed under pressure, essential for maintaining classroom order and providing a stable learning atmosphere. The significance of self-regulation is supported by Abbas, Tariq, and Jamil (2021), who noted that teachers who can control their emotions are better equipped to handle classroom challenges effectively (Abbas et al., 2021).

Motivation drives teachers to inspire and engage students, a trait found to be crucial in numerous studies. For instance, Ahmad (2023) reported that motivated teachers significantly impact student engagement and learning outcomes (Ahmad, 2023). Social skills are vital for building relationships with students, parents, and colleagues, facilitating effective communication and collaboration. This finding is consistent with Clark and Harrison (1997), who argued that teachers' social skills are fundamental in addressing broader educational outcomes, including environmental education (Clark & Harrison, 1997). Lastly, self-awareness enables teachers to reflect on their practices and seek continuous improvement, a trait underscored by Cunningham (2012) in

understanding local realities of quality education (Cunningham, 2012).

Instructional skills are paramount in ensuring effective teaching and learning. The study identified lesson planning, classroom management, assessment and feedback, instructional strategies, adaptability, and subject knowledge as key components. Effective lesson planning involves structuring lessons with clear objectives and differentiating instruction to meet diverse student needs. This is supported by Cheng (2023), who emphasized the importance of structured and well-planned lessons in remote areas to ensure quality education (Cheng, 2023).

Classroom management is critical for maintaining discipline and creating an organized learning environment. Alam (2023) highlighted that well-managed classrooms enhance students' learning experiences by minimizing disruptions (Alam, 2023). Assessment and feedback are essential for monitoring student progress and providing constructive feedback, allowing teachers to adapt their instruction based on assessment results. Ahmad (2023) found that regular assessment and feedback significantly improve student learning outcomes in elementary education (Ahmad, 2023).

Instructional strategies involve using diverse teaching methods to promote active learning and critical thinking. This aligns with Ben-you (2014), who proposed a model for assessing educational quality that includes the use of varied instructional strategies to enhance student engagement (Ben-you, 2014). Adaptability allows teachers to modify their teaching approaches based on student needs and changing circumstances, a trait emphasized by Hooge and Honingh (2014) in their study on educational quality awareness among school boards (Hooge & Honingh, 2014). Subject knowledge ensures that teachers have a deep understanding of the content they teach, enabling them to provide accurate and relevant information to students. This finding is consistent with Goldstein, Lunn, and Peng (2015), who argued that subject expertise is a core component of effective teaching (Goldstein et al., 2015).

Professionalism encompasses ethical conduct, lifelong learning, collaboration, reflective practice, organizational skills, and commitment to students. Ethical conduct involves demonstrating integrity and maintaining confidentiality, essential for building trust with students and parents. This aligns with Dinama, Moseki, and Olesitse (2021), who emphasized the importance of ethical conduct in religious and moral education (Dinama et al., 2021).

Lifelong learning reflects a commitment to professional development and staying updated with the latest teaching methodologies. Abbas, Tariq, and Jamil (2021) noted that continuous professional development is crucial for improving teaching practices and educational outcomes (Abbas et al., 2021). Collaboration involves working with colleagues and sharing best practices, a trait supported by Ahmad (2023), who found that collaborative practices enhance the quality of education in elementary schools (Ahmad, 2023).

Reflective practice enables teachers to evaluate their teaching effectiveness and make informed changes. This finding aligns with Huo (2023), who emphasized the importance of reflective practice in implementing quality education (Huo, 2023). Organizational skills are necessary for managing tasks efficiently, a trait highlighted by Rahmania et al. (2020) in their study on internal quality guarantee systems (Rahmania et al., 2020). Commitment to students involves dedication to their welfare and building strong relationships, supported by Khumalo (2019), who found that transformational leadership promotes teacher commitment and sustainable development (Khumalo, 2019).

Interpersonal attributes such as patience, flexibility, enthusiasm, approachability, cultural sensitivity, and caring are essential for effective teaching. Patience allows teachers to support students through challenges, a trait emphasized by Legede (2023) in their study on pre-primary education practices (Legede, 2023). Flexibility enables teachers to adjust expectations and accommodate different learning styles, a finding supported by Lindsjö (2018), who noted the importance of flexibility in urban and rural educational settings (Lindsjö, 2018).

Enthusiasm displays energy and excitement for teaching, engaging students and making learning enjoyable. This aligns with Yuan et al. (2022), who found that enthusiastic teachers positively impact students' psychological well-being (Yuan et al., 2022). Approachability ensures that teachers are accessible and create a welcoming environment, a trait highlighted by Xu, Song, and Liu (2018) in their study on social-spatial accessibility to educational resources (Xu et al., 2018).

Cultural sensitivity involves respecting cultural differences and promoting inclusivity, essential for creating an inclusive classroom environment. This finding is supported by Pangeti, Mapolisa, and Chisaka (2023), who emphasized the importance of cultural sensitivity in inclusive early childhood education (Pangeti et al., 2023). Caring reflects a genuine concern for students' well-being, a

trait emphasized by Tukundane, Sudi, and Jean (2022), who found that caring teachers enhance the quality of teaching in primary schools (Tukundane et al., 2022).

In conclusion, this study provides valuable insights into the personality traits and professional behaviors that contribute to the effectiveness of primary school teachers. By synthesizing existing literature and identifying key themes, this research offers a comprehensive understanding of the qualities that make a teacher effective. The findings have significant implications for teacher training and development programs, highlighting the need for a holistic approach to teacher education that encompasses emotional intelligence, instructional skills, professionalism, and interpersonal attributes.

5. Limitations & Suggestions

Despite the comprehensive nature of this study, there are several limitations to consider. Firstly, the study relies on a systematic review of existing literature, which may introduce biases based on the selection and interpretation of the articles. While the search strategy was thorough, it is possible that relevant studies were missed or excluded due to publication bias or language restrictions. Secondly, the qualitative nature of the study limits the generalizability of the findings. The insights gained are based on the synthesis of qualitative data from selected studies, which may not fully represent the diversity of experiences and contexts in primary education. Lastly, the study focuses primarily on personality traits and professional behaviors, potentially overlooking other factors that contribute to teacher effectiveness, such as institutional support, socio-economic conditions, and educational policies.

Future research should address the limitations identified in this study to provide a more comprehensive understanding of effective primary school teachers. Firstly, longitudinal studies are needed to examine the development of personality traits and professional behaviors over time, providing insights into how these traits evolve and impact teacher effectiveness throughout their careers. Secondly, quantitative studies with larger sample sizes should be conducted to validate the findings of this qualitative study and enhance their generalizability. Additionally, future research should explore the interplay between personality traits and other factors, such as institutional support and educational policies, to provide a holistic understanding of teacher effectiveness.

Moreover, comparative studies across different cultural and socio-economic contexts are essential to understand the influence of context on teacher effectiveness. Finally, there is a need for research on the impact of teacher training and development programs on enhancing the identified personality traits and professional behaviors, providing evidence-based recommendations for improving teacher education.

The findings of this study have several practical implications for teacher training and development programs. Firstly, teacher education programs should incorporate training on emotional intelligence, emphasizing the development of empathy, self-regulation, motivation, social skills, and self-awareness. Providing teachers with the tools and strategies to manage their emotions and build positive relationships with students is crucial for creating a supportive classroom environment.

Secondly, instructional skills should be a core focus of teacher training programs. Educators should be equipped with effective lesson planning techniques, classroom management strategies, assessment and feedback methods, diverse instructional strategies, and subject knowledge. Professional development programs should provide opportunities for teachers to engage in reflective practice and collaborate with colleagues to share best practices and improve teaching methods.

Additionally, promoting lifelong learning and ethical conduct is essential for maintaining high professional standards. Teachers should be encouraged to participate in continuous professional development and stay updated with the latest educational research and methodologies. Finally, fostering interpersonal attributes such as patience, flexibility, enthusiasm, approachability, cultural sensitivity, and caring is crucial for creating an inclusive and supportive learning environment. Teacher training programs should include modules on cultural sensitivity and inclusivity, equipping teachers with the skills to address diverse student needs and promote equity in education.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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Authors' Contributions

All authors equally contributed in this article.

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