





Qualitative Analysis of Effective Primary School Teachers' Personality Traits

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1. Round 1

1.1. Reviewer 1

Reviewer:

The introduction effectively outlines the significance of primary school teachers' effectiveness. However, the literature cited spans a broad range of topics, some of which seem tangential to the study's focus. Consider streamlining the introduction by focusing on literature that directly relates to the personality traits of primary school teachers, which would help establish a clearer context for the study.

The findings on emotional intelligence are robust, but the section would benefit from a clearer connection between the identified subcategories (e.g., empathy, self-regulation) and the specific outcomes they influence in the classroom. For instance, how does empathy directly impact student learning or classroom dynamics?

The discussion of instructional skills is comprehensive but could be improved by incorporating examples or quotes from the reviewed studies. This would help to concretize the findings and provide readers with a clearer understanding of how these skills manifest in practice.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

In the sentence, “Research has consistently shown that teacher quality is a significant determinant of student outcomes,” it would be beneficial to cite more recent studies to reinforce this point. The current references are dated, with some over 10 years old. Updating this with recent research could strengthen the argument.

The study design section mentions a systematic review approach but does not clarify the specific criteria used for the inclusion and exclusion of articles. Providing more detail on these criteria would enhance the transparency and replicability of the study.

The data collection process is described in detail; however, it is unclear whether any efforts were made to address potential biases in the selection of studies, such as publication bias or language bias. Consider discussing how these biases were mitigated or acknowledge them as a limitation.

The thematic analysis process is well-documented, but the section could benefit from an example of how the coding framework was applied to the data. Including a brief example or a table illustrating the coding process would make the methodology more accessible to readers.

The table summarizing the qualitative analysis results is helpful, but it could be enhanced by including references to the specific studies where these findings were observed. This would provide readers with a direct link to the original research and support the credibility of the synthesis.

The discussion effectively synthesizes the findings but occasionally shifts between summarizing the study's results and referencing existing literature without clear transitions. Consider restructuring this section to first summarize the key findings and then discuss how they align or contrast with existing research.

The discussion on professionalism covers important traits like ethical conduct and lifelong learning. However, it would be valuable to explore how these traits interact with each other or with other themes, such as instructional skills. This could provide a more integrated understanding of teacher effectiveness.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.