



Do Teachers' Personality and Their Self-Efficacy Have Stronger Significance in Teaching Effectiveness?

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Annotation. This study reviews key findings on teacher's psychology, focusing on personality and self-efficacy in relation to teaching quality. Analyzing 16 top-cited Scopus articles, it finds that traits like conscientiousness, extraversion, and emotional stability, along with strong teaching confidence, contribute to effective teaching. It calls for more diverse, cross-cultural research and improved teacher's training on psychological skills.

Keywords: *teacher's personality, psychological factors, self-efficacy, teaching effectiveness.*

Introduction

The success of teaching has been known for a long time as something very important for students' learning. Because of that, many people in education around the world try to make teaching better. Researchers and people who make education rules want to know what things make teaching good. One important thing is the teacher, especially about the teacher's mind, like personality and self-confidence. Many studies now talk

more about these things (Klassen & Tze, 2014; Swinson, 2012; Tong et al., 2022). These parts of the teacher are important because they can change how teachers teach, how they talk with students, how they control the class, and how they keep teaching in good quality in different schools. But even if many people are now interested, there are still not many studies that explain clearly how personality and self-confidence, together or one by one, affect the quality of teaching.

Studies on factors predicting teaching effectiveness have been extensively carried out by scholars worldwide in their attempt to delineate strategies in helping teachers teach more effectively (Burić et al., 2023; Darling-Hammond, 2002; Kusumawardhani, 2017). In line with the discussion about teaching effectiveness, teachers' effectiveness is believed to be one of the critical factors in predicting students' achievement (Christ et al., 2022; Tong et al., 2022). Teachers' effectiveness can be simply regarded as the extent of how successful a teacher can achieve the goals of learning. In other occasions, teacher's effectiveness can be literally associated with students' achievement, learning outcomes achievement, or teaching performance assessment (Oelschlaeger, 2017). Nevertheless, the field still lacks consensus on which specific teacher's characteristics most strongly predict effective teaching and how such characteristics are best measured internally (e.g., self-report) or externally (e.g., student's or management's evaluations). Understanding the factors contributing to a teacher's effectiveness has drawn attention of global researchers and policy makers to seek for strategies to develop interventions which improve teaching effectiveness (Sadeghi & Sa'adatpourvahid, 2016). This condition is crucial as once we address teaching effectiveness, we deal with a number of potential issues in teacher selection processes, professional development of teachers, educational outcomes improvement practices, as well as understanding teachers' psychological characteristics (Ho et al., 2023).

The personality of the teacher has a huge impact on the dynamics of interaction in the classroom. According to Collie et al. (2011) and Kim et al. (2018), the personality of the teacher will be very influential in terms of how they teach, motivate, also condition a good teaching and learning atmosphere. To create a good teaching and learning atmosphere, educators must create emotional closeness between educators and students, as well as between students. This will be realized, if the educator is able to show emotional intelligence, adaptability, as well as communication skills to students (Burić et al., 2023; Sari et al., 2021; Yusmansyah et al., 2020; Pourmand et al., 2018). Students usually like teachers who are friendly, give emotional support, and become good example (Asare & Amo, 2023; Johnston, 2019) whilst others had validity issues with the measurement of instructional effectiveness variable. Thus, there is inadequate support for the inclusion of teaching self-efficacy in teacher education frameworks. Therefore, using objective measurement of instructional effectiveness, the current study utilised ex-post facto research design to predict preservice management teachers' instructional effectiveness based on their teaching self-efficacy. Secondary data were

gathered on preservice teachers' teaching self-efficacy and instructional effectiveness; the dataset covered 119 cases. Empirical models were formulated to determine the nexus between preservice teachers' teaching self-efficacy and instructional effectiveness. Both descriptive (frequency and percentage. Teachers' personality and self-confidence (self-efficacy) are very important for researchers, because these can have a big effect on how teachers teach (Handtke et al., 2022; Kim et al., 2018; Kosar & Dolapçioğlu, 2021; Warner & Schwarzer, 2020).

The educator's personality is crucial in helping them achieve goals (Elmira et al., 2020; Kim et al., 2019). So, we need to understand the teacher's personality better to make teaching more successful. It's not only about how much knowledge a teacher has, but also how they can give spirit, give motivation, and guide students to reach their dreams. If a teacher's personality is connected to teaching quality, then the result of learning can follow the needs in this fast-changing time. A good personality can help teachers to be more positive and strong when facing problems (Jorif & Burleigh, 2022; Kim et al., 2018; Klassen & Tze, 2014). If teachers already have a good impact on students, they will want to improve their own skills too, and this will make their teaching better (Asare & Amo, 2023). Besides that, self-efficacy becomes important because it is connected with how teachers teach, how strong they are, and how happy they feel in their jobs.

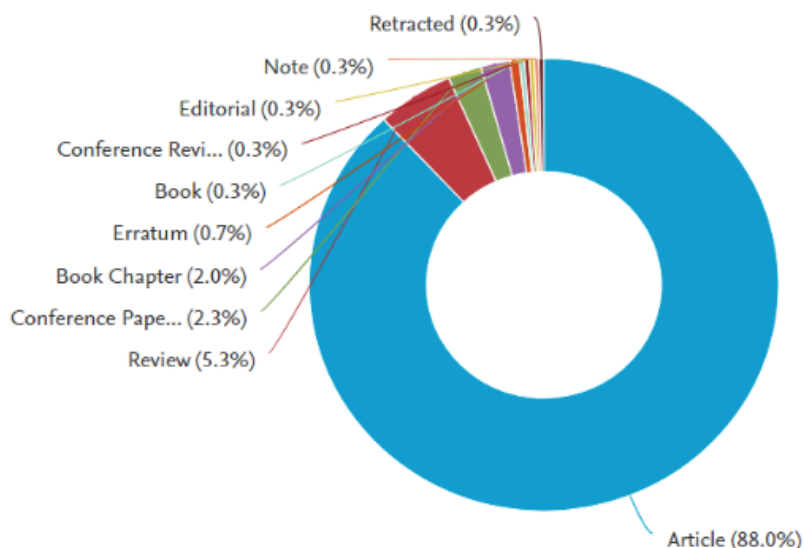
Many efforts have already been made to make teachers more professional. Some programs try to help teachers teach better and also try to improve their psychological aspects. These psychological things are very important for good teaching. Lately, some research shows the importance to focus on teacher's psychology to help educators teach more effectively (Hyo-Jung & Kyung-Hwa, 2021; Klassen & Tze, 2014; Skaalvik & Skaalvik, 2007; Yildirim, 2015; Zawadzka et al., 2021a; 2021b). Besides, several psychological characteristics have been associated with teaching effectiveness and teachers' well-being. However, despite the abundance of empirical studies, the existing literature remains inconclusive in establishing which psychological trait, personality or self-efficacy, has stronger predictive power for teaching effectiveness. Also, there are still not many studies that compare the inside and outside ways to measure these things. Numerous studies on teachers' psychological characteristics and their association with teaching effectiveness have been published in reputable journals. However, studies on teachers' psychological characteristics and how these affect their teaching performance. We therefore conducted a systematic review on teachers' personality and their self-efficacy to understand existing literature on personality, self-efficacy, and teaching effectiveness of the teachers.

From the search results in the Scopus database, research related to a teacher's personal competence and a teacher's efficacy is mostly generated from empirical research with various approaches carried out. While the publication that is a review is only

around 5.3% (Figure 1). This percentage is very small for such a large database with these keywords. Therefore, publications that use review articles still have great potential in journals indexed by Scopus. In addition, the majority of these publications come from America and Europe, which use their cultural and educational settings. See Figure (2). Most of these studies have been conducted in Western countries with well-established education systems, making their cultural assumptions potentially non-transferable to emerging contexts such as Indonesia. Indonesia has the biggest education system in Southeast Asia. The situation of a teacher's development in Indonesia is very complex. It is because there are many different cultures, unequal training access, and different teaching ways. But there are still not many studies that review how teachers' personality and self-efficacy are connected to teaching success in Indonesia. So, doing review research in Indonesia is important. It can help fill the gap in research about this area. It also gives more understanding about the teacher's psychology in a more global and cultural way. Therefore, this study is to systematically review the most cited articles on a teacher's personality and self-efficacy published in the Scopus database over the past decade. This review seeks to: (1) identify prevailing trends in research on these psychological characteristics, (2) evaluate their reported impact on teaching effectiveness, and (3) examine whether teacher's self-efficacy or personality demonstrates stronger predictive value for teaching effectiveness, especially when analyzed through internal or external assessment methods.

Figure 1

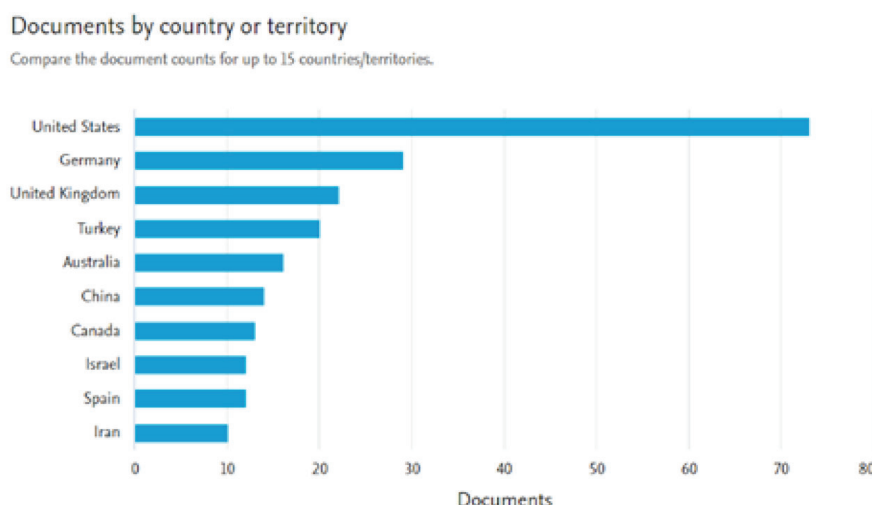
Types of Publications in Scopus Database (2013–2023) With the Keywords “teacher”, “personality”, “efficacy”



Furthermore, from the results of a bibliometric analysis using Vos Viewer from the Scopus Database (2013–2023), it shows that publications or studies whose titles and abstracts contain the key terms “teachers”, “self-efficacy”, and “personality” are still scarce, therefore leaving a greater opportunity to carry out studies in such areas, as the existing publications separate the three keywords (Figure 3). Therefore, this article aims to explore trend research in the world on teachers’ personality and their self-efficacy. The figure below shows that these two topics are also rarely associated with teacher’s effectiveness.

Figure 2

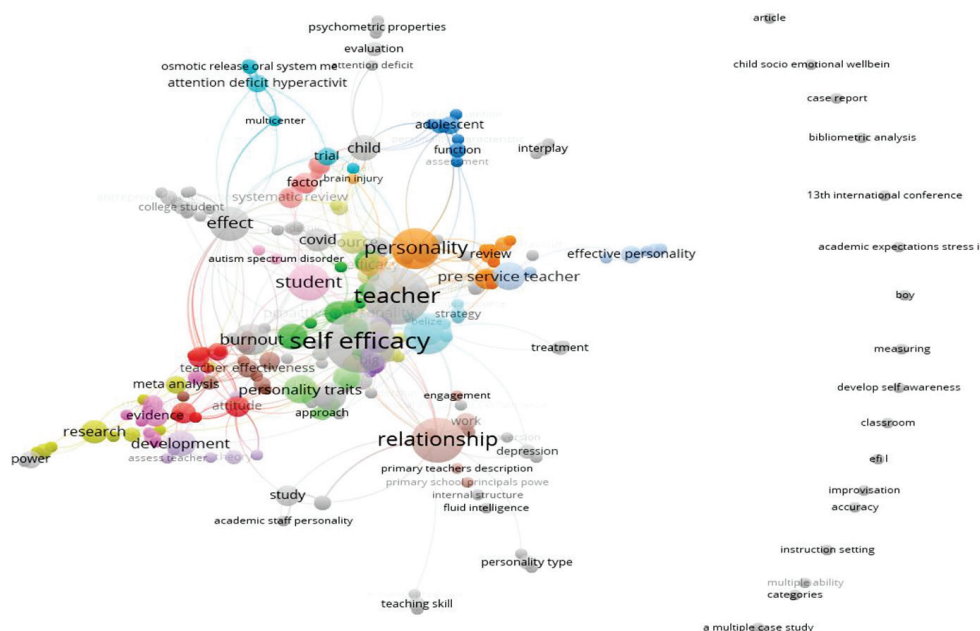
Distribution of Publication Documents by Country or Territory



Understanding these three important terms helps us see how teachers’ personality and self-confidence are connected to how well they teach. In addition, by understanding deeply how teachers’ psychological characteristics play a role in improving teachers’ competence, this can trigger the development of more effective educators’ professional development and provide a better insight into how teachers improve their teaching (Fackler & Malmberg, 2016; Jorif & Burleigh, 2022; Kim et al., 2018).

Figure 3

The Visualization of “teachers”, “personality”, and “self-efficacy” Key Terms’ Occurrences in Scopus Database (2013–2023)



We tried to learn more about how teachers’ personalities and self-confidence are connected to how well they teach. We also wanted to understand the common topics in studies about teacher’s characteristics and teacher’s effectiveness that have been carried out by far in existing literature, besides investigating how teachers’ internal (such as psychological characteristics) and external aspects have been differently measured in predicting teaching effectiveness. Evidence on which measures offer better prediction is still limited and in dispute. An evaluation of articles published on the Scopus database in the last 10 years on teachers’ psychological characteristics (personality) and their self-efficacy needs to be further clarified. By far, existing studies investigating existing literature on teachers’ personality and their self-efficacy drawn from the Scopus database is still limited.

Theoretical Overview

Teacher’s Personality and Teaching Effectiveness

A teacher’s personality is very important in teaching. It can affect how teachers talk to students, control the class, and give lessons. Many studies show that some personality

traits help teachers make a good learning atmosphere and reach their teaching goals. Extraversion, agreeableness, conscientiousness, openness, and emotional stability, or “Big Five” traits, are often used to understand a teacher’s success (Klassen & Tze, 2014; Kim et al., 2018; Smidt et al., 2018).

Extraversion means being friendly, excited, and confident. Teachers who are extroverts can make students more active and enjoy class discussions (Bardach et al., 2022; Kim et al., 2019). These teachers usually ask students to work together and stay active in class. With a sense of optimism and courage, they still feel strong even in the toughest of times.

Not only that, but teachers must also have good rigour. This means being neat, responsible, and hardworking. It is one of the best traits for a good teacher (Kim et al., 2018; Senler & Sungur-Vural, 2013). Teachers with this trait usually make good lesson plans, give clear rules, and follow a schedule. This helps students learn better and behave well (Smidt et al., 2018; van Rooij et al., 2017).

Agreeableness is also a helpful trait. It includes being kind, friendly, and helpful. Teachers who are agreeable care about students and create a warm class (Asare & Amo, 2023; Kim et al., 2019; Abu Bakar et al., 2024). This makes students feel safe and helps them do better in school (Collie et al., 2011; Kim & Burić, 2020).

Openness to experience means that teachers like new ideas and are flexible. These teachers try new teaching methods and can teach in many ways (Pan et al., 2021). They understand that students learn in different ways, so they change their teaching to help all students (Chiva-Bartoll et al., 2019).

Emotional stability means staying calm and not getting angry or upset easily. Teachers with this trait don’t get stressed quickly and can handle classroom problems in a good way (Burić et al., 2023; Klassen & Tze, 2014). They can manage students and feel better at work.

To sum up, a teacher’s personality affects how well teachers teach. It helps with teaching methods, students’ attention, and classroom rules. If teachers try to improve their personality traits, their teaching can get better, and students will learn more (Bardach et al., 2022; Kim et al., 2018). Training programs should help teachers grow these good traits.

Teacher’s Self-Efficacy and Professional Competence

A teacher’s self-efficacy means their belief that they are teaching, managing, and helping students. This idea comes from Bandura’s theory (1997), which says people do better when they believe they can. Teachers who believe in their ability are usually better at teaching and managing class (Klassen & Tze, 2014; Skaalvik & Skaalvik, 2007).

Many studies show that educators having high self-efficacy perform well in teaching. Hellmich et al. (2019) stated that elementary school teachers who believe in themselves use more inclusive methods. Kim and Burić (2020) also said self-efficacy help teachers

feel happier and less tired. They keep learning and don't give up easily (Fackler & Malmberg, 2016).

Self-efficacy also helps teachers try new teaching ideas. Pan et al. (2021) said that if teachers believe in themselves, they are more open to using technology and letting students take part in learning. Bardach et al. (2022) agreed that self-efficacy makes teachers more effective and helps them stay positive with students and coworkers.

In classroom management, self-efficacy is also important. Teachers who feel confident can keep the class under control, make rules, and help students stay focused (Klassen & Tze, 2014). Zawadzka et al. (2021) added that this belief can protect teachers from stress by helping them stay strong.

To grow teachers' self-efficacy, teachers need good training. This training should help them teach better, give useful feedback, and make them reflect on their work. Professional educators are those who have good self-efficacy, confidence and social skills (Franz et al., 2022). To support this, training with service-based learning is an appropriate option (Chiva-Bartoll et al., 2019).

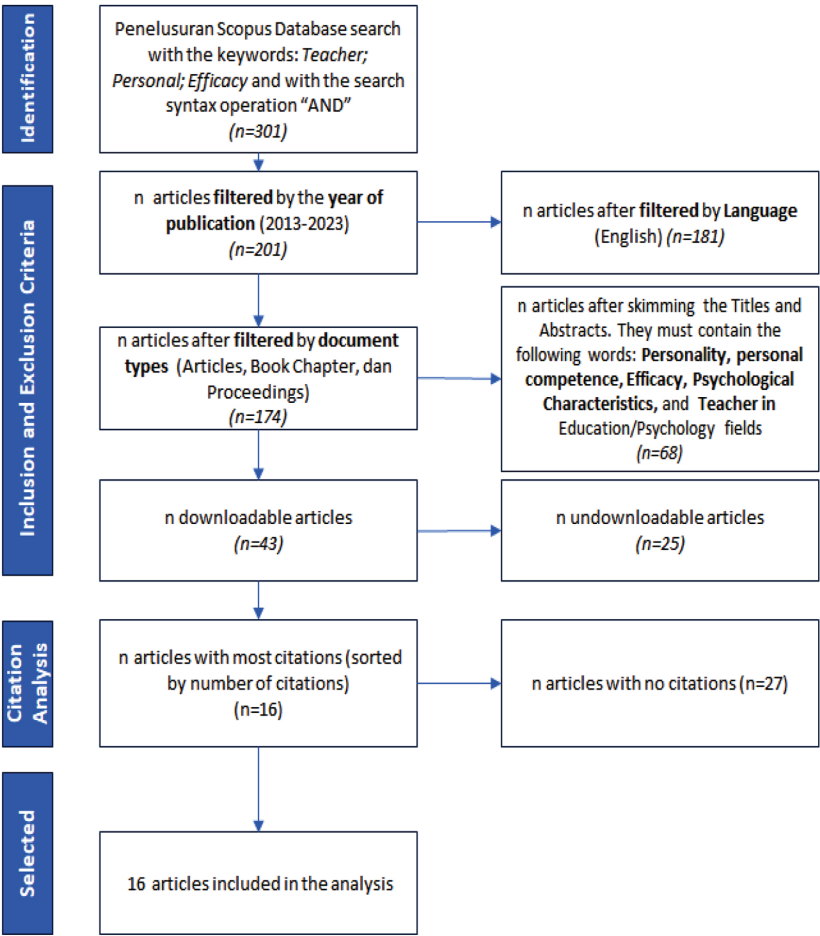
In short, teacher's self-efficacy is very important. With good self-efficacy, of course, teachers will be more directed and conceptualized in helping students to achieve. Therefore, educational institutions should prioritize strategies that promote teacher self-efficacy as part of comprehensive teacher's development initiatives.

Methodology

We conducted a systematic literature search (Lame, 2019; Nightingale, 2009; Rother, 2007) using Scopus database in December 2023 updates. We conducted the literature search by using specific search terms: "teacher" AND "personality" AND "efficacy", as long as one of these key terms exists in the title of the articles. We selected the three keywords above for the search without limiting the year of publication. We obtained 301 articles in the first search by using the specific terms of the article. All these articles were filtered to select articles within 10 years (2013–2023) and 201 articles were obtained in the subsequent inclusion and exclusion criteria. 181 articles were selected after the search result was filtered by Language (English). This step was followed by filtering articles by document types where only Articles, Book Chapters, dan Proceedings were included in the analysis where 174 were obtained. The next stage was skimming the articles' titles and abstracts and filtering the obtained articles for those which contained the following words: personality, personal competence, efficacy, psychological characteristics, and teacher. These selected articles must be in the field of Education or Psychology. 68 articles were opted out for further analysis and only downloadable articles were selected (n=43). From this number, we filtered 16 out of 43 articles with the most citations (sorted by number of citations) to be included in

the matrix analyses (See Figure 1). Citation count was used as a proxy for relevance and scholarly impact, based on the assumption that widely cited studies have shaped conceptual and methodological developments in the field.

Figure 4
Inclusion and Exclusion Criteria



We synthesized these 16 articles by analyzing their authorship, publication year, research objectives, methods used, key findings, and reported implications. This information was compiled in a matrix (Table 1) to allow comparison across studies. In addition to the matrix, we developed a coding framework to categorize the studies based on six analytical dimensions: (1) psychological constructs examined (e.g., Big Five, Bandura-based efficacy), (2) type of measurement used (internal/self-report vs. external evaluation), (3) research design (quantitative, qualitative, mixed-methods), (4) population

(pre-service or in-service teachers), (5) geographic and cultural context, and (6) the way teaching effectiveness was conceptualized or measured. This approach allowed us to detect patterns, contradictions, and underexplored areas, especially regarding cultural bias, inconsistent definitions, and comparative strength of each psychological variable.

Table 1
Synthes of 16 Most Cited Articles in Scopus Database in the Last 10 Years

No	Author & Title	Year	Objectives	Method	Findings
1.	(Klassen & Tze, 2014)	2014	Meta-analysis on the relationship between self-efficacy, personality, and teaching effectiveness.	Systematic Review: Meta Analysis	External measures of teaching effectiveness are better predictors than teachers' psychological traits, including self-efficacy and personality.
2.	(Hellmich et al., 2019)	2019	This study looks at how teachers' attitudes, what school leaders expect, and teachers' beliefs in themselves can affect their way of teaching and how well they teach in inclusive education.	Confirmatory Factor Analyses	The teachers' intention in inclusive education is influenced by their attitude, what they believe about their own ability (self-efficacy), and what they expect from school leaders. But only self-efficacy beliefs cannot explain how they teach in the classroom
3.	(Bardach et al., 2022)	2022	Looking at past research about teacher's personality, self-confidence, thinking about causes, what they hope, how excited they are, how they understand emotions, their work, and being more mindful.	Systematic Review of Existed Reviews	Measuring self-efficacy clearly and correctly (based on Bandura) helps to understand the concept better. Among all personality traits, extraversion is the most important to show how effective a teacher is. Also, what the teacher expects from students is very important to teaching results. This is influenced by how the teacher feels, like their emotional intelligence, hard work, spirit, and being mindful.
4.	(Senler & Sun-gur-Vural, 2013)	2013	Examining correlations between teachers' personality traits, academic self-regulation, and teaching self-efficacy.	Confirmatory Study: Path Analysis	Extraversion, openness, agreeableness, and conscientiousness positively correlate with teachers' efficacy, while metacognition and performance approach goals predict higher self-efficacy.

No	Author & Title	Year	Objectives	Method	Findings
5.	(Van Rooij et al., 2017)	2017	Examining teachers' personality, motivation, and behaviour that influenced self-efficacy.	Confirmatory study: Path Analysis	Academic achievement, non-academic activities, and academic interest were all as the predictors of academic self-efficacy.
6.	(Chiva-Bartoll et al., 2019)	2019	Knowing how teachers' personality can give effect to students- teachers before they become real teacher.	Mixed-Method	The service-learning program gives big improvement to the teachers' personality, confidence to do something (self-efficacy), self-respect (self-esteem), and how they understand themselves in society (social self-realization).
7.	(Wilson et al., 2016)	2016	This study looks at how teachers' inclusive actions are affected by their way of thinking and their personality traits toward children with intellectual disabilities.	Quantitative	Self-efficacy significantly predicted teaching behavior, while conscientiousness and extraversion mediated and moderated the relationship between TPB variables and inclusive behavior.
8.	(Smidt et al., 2018)	2018	Investigating the extent to which the Big Five personality traits, internal locus of control, and teachers' self-efficacy could predict teachers' success.	Quantitative	Internal locus of control and occupational self-efficacy predicted teachers' career success, while personality traits and self-beliefs influenced outcomes.
9.	(Samfira & Paloş, 2021)	2021	This study examines the various ways in which teachers prevent problems.	Quantitative	Strong self-efficacy can address problems more proactively, reflectively and strategically. But it does not really affect preventive coping. This result still true even after checking their personality and perfectionism.
10.	(Pan et al., 2021)	2021	This study describes teacher's innovation in teaching, based on the personality and confidence of the teacher.	Quantitative	Also, teachers' personality and how confident they feel (self-efficacy) can influence how they teach. The classroom management and self-efficacy help explain how these things are connected to their new or creative teaching behavior.

No	Author & Title	Year	Objectives	Method	Findings
11.	(Zawadzka et al., 2021a)	2018	This study aims to examine how teachers' self-confidence can change or explain the connection between their personality and feeling tired or stressed in teaching.	Quantitative	Higher self-efficacy reduces teachers' burnout and both moderates and mediates the correlation between personality and tiredness.
12	(Wu et al., 2022)	2022	Developing and validating the Clinical Nursing Teacher Self-Efficacy Scale.	Scale Development Research	Nurse teachers' self-confidence is influenced by their professional process, teaching skills, nursing skills, and personality.
13	(Alhumaid, 2021)	2021	Investigating and measuring teachers' self-efficacy with students with autism	Quantitative	PE teachers' self-efficacy can be predicted through their feelings of readiness and age.
14	(Franz et al., 2022)	2022	This study looks at how the thinking skills and personality of pre-service teachers are connected to how many of them graduate and how confident they feel about being a teacher.	Quantitative	Pre-service teachers who have high thinking ability and are more outgoing got better results and felt more confident. But those with low level of these things had worse results.
15	(Kayış & Akcaoglu, 2021)	2021	Describe the attitudes and abilities of prospective teachers based on the Big Five and the Dark Triad.	Quantitative	Openness positively predicted teacher candidates' multicultural attitude and efficacy, while psychopathy was a negative predictor, with no significant differences across grade levels.
16	(Nik Zulkifli Ami et al., 2016)	2016	This study assesses the instrument measuring three predictors of teachers' self-efficacy.	Confirmatory Factor Analysis (CFA)	Teachers' self-efficacy can be predicted by getting students involved, using good teaching methods, and keeping the class under control.

One article by van Rooij et al. (2017) used samples of higher education students; this was still included due to its conceptual relevance. Although the final number of analyzed articles was 16, the inclusion was deliberate to ensure depth over breadth, focusing on high-quality and highly cited work. This number was sufficient to identify dominant themes, but we acknowledge that a broader sample may have allowed

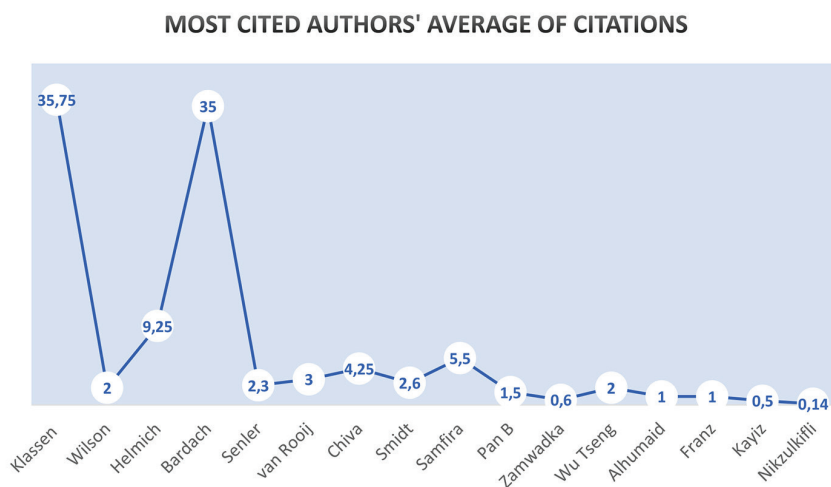
for greater variability in perspectives. Besides combining the results, we also found some gaps in the ideas and methods from the research. Most of the studies came from Western countries, and there are not many studies that focus on places like Indonesia. Also, different studies use different ways to explain ‘self-efficacy’ and ‘personality’, which shows that there is no clear standard yet. These gaps underscore the need for more culturally diverse and theoretically integrated research.

Results and Discussion

After selecting the 16 articles, we carried out a thematic analysis in order to see how certain aspects related to psychological characteristics and teachers’ self-efficacy have been researched so far and further analyzed their association with teaching effectiveness. The synthesis of the 16 articles was elaborated further as shown in Table 1. Some of the main aspects analyzed thematically in this study include: (1) authors; (2) year of publications; (3) objectives; (4) methods used; (5) findings, and (6) implications for future research. By using this matrix, we coded information from 16 articles out of 43 based on these 6 types of information from the selected papers, with a particular emphasis on those which have the most citations on a yearly average (Figure 5).

Figure 5

Most Cited Authors on Teachers’ Personality and Their Efficacy

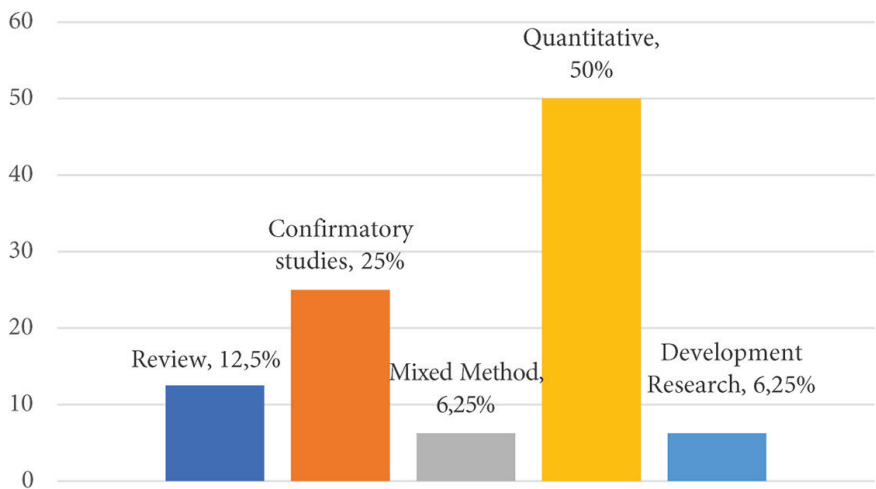


These articles were selected on the basis of citation average in the last 10 years, covering either qualitative, quantitative, mixed-methods, or development research. We selected these articles after checking the title and abstract of the article and skimmed articles to see whether they discussed a teacher’s personality, psychological

characteristics and teachers' efficacy. Even though the articles had various sampling targets, teachers, and pre-service teachers. We generalized them and regarded them as teachers in the synthesis. One article by Rooij et al.(2017) selected their samples of higher education students. We still considered this article in our review, even though it was very limitedly referred to in the discussion.

Figure 5 summarizes the distribution of research methodologies in a teacher's personality and self-efficacy, which are included in the more detailed synthesis. The included articles discussing teacher personality and self-efficacy, which were identified from their titles and abstracts, were categorized based on the types of studies. Review articles mostly had the highest citation average, while the research and development and mixed methods were less cited. We differentiated confirmatory studies and quantitative studies on the basis of how the analyses of the data were addressed. In quantitative studies, the authors only conducted simple correlational or inferential analysis. However, confirmatory studies exposed more complex analyses by employing structural equation modelling (SEM) or Path Analyses. From this stage, we could also generate teachers' personal competence, self-efficacy, and their psychological characteristics. such as teachers' attitudes, teachers' expectations, proactive personality, conscientiousness, emotional stability, personality traits, agreeableness, openness, metacognition, feelings of preparedness, proactive expectations, enthusiasm, and mindfulness. Table 2 shows the syntheses of 16 most cited articles in the Scopus database in the last 10 years.

Figure 6
Distribution of Research Methodologies in Teacher Personality and Self-Efficacy



Teacher's Psychological Characteristics

Among the 16 most cited articles on the topic of teachers' personality and efficacy, Klassen and Virginia (2014) have the highest average on their article's citation. Their research focused on how teachers' personality and confidence in their teaching relate to how well they teach, based on students' scores and teaching evaluations. Focusing on 43 studies, 9,216 educators, this meta-analysis study describes that there is a relationship between a teacher's psychological traits and learning effectiveness. Furthermore, this study examined the potential moderator impact that contributes to the variability in effect magnitude. Two moderator variables were examined: the psychological traits of the teacher and the measure of teaching efficiency. The moderation was assessed by looking at the relation between psychological variables and instructional efficacy. Regarding the data analysis, the researchers computed effect sizes for self-efficacy and personality for each category of teaching effectiveness measure. In addition, they performed heterogeneity tests to investigate the potential influence of moderators.

There was a noteworthy statistical correlation between teachers' self-confidence and personality traits with how effective their teaching was (Klassen & Tze, 2014; Reynolds et al., 2014; Sadeghi et al., 2021). The positive effect measure demonstrates a beneficial relationship between an educator and their efficacy. Their analysis suggested that teacher's training and professional development were identified as significant determinants. Knowing that self-efficacy is very important for successful teaching, it is clear that teachers need programs to help them learn and improve their teaching skills. programs should help improve teachers' confidence in themselves. This means giving support that helps teachers' believe they can help students learn better (Hajmalek & Basiri, 2022). Also, knowing how a teacher's personality is connected with teaching success can help in choosing the right teachers during recruitment. Schools or institutions may try to check teacher's personality traits to find out if they match with good teaching styles.

Ding et al. (2022) stated that special programs for prospective or novice teachers would be very helpful in supporting the development of efficacy, which would have a positive impact on their teaching performance. This study opens a space for collaboration between education experts and psychologists for better education and teaching. In addition, this research recommends that more studies are needed on the psychology of teachers as well as their teaching skills. This will certainly have a positive impact on the evaluation, development, and reflection of teachers.

Bardach et al. (2022) state that teachers' psychological traits are tied to various factors. For example, the work environment, work duration, and communication at work. These factors will also lead to a sense of comfort at work and strong relationships with students, parents, and colleagues. From these findings, this study provides insights and information that can certainly be considered by policymakers to create training programs to support teachers' performance. This way of doing research helped

them collect all the important studies to review. The techniques section additionally highlights the utilization of published and peer-reviewed literature to guarantee a meticulous quality control procedure. The purpose of this methodical approach to conducting a literature search and establishing inclusion criteria is to establish a strong basis for conducting an integrated review on the psychological traits of teachers and their influence on different educational outcomes.

Teacher's Self-Efficacy

Teacher's attitudes and efficacy are important determinants of teacher effectiveness and are considered significant parts of teacher's psychological qualities. The attitudes and self-efficacy beliefs of teachers are vital in shaping their everyday teaching activities (Hellmich et al., 2019; Kim & Burić, 2020; Yildirim, 2015). Hellmich did a study about how primary school teachers think about inclusion. The study looked at what teachers believe about their own ability to teach in inclusive classrooms. It also saw what the school leaders think about inclusive education and checked what teachers plan to do and how they act in real teaching (Jepri et al., 2019; Ma et al., 2022). The cross-sectional design was employed to find out the connection between what teachers think, how confident they are, and what they do in the classroom with different kinds of students. The data were analyzed with a cross-correlation matrix to see the relationship between inclusive classrooms and teachers' attitudes, their confidence, and their daily actions.

The results showed that teachers' attitudes about inclusion, their beliefs about their ability, and what they plan to do are strong signs of what they do every day in diverse classes. It means that how teachers feel and what they want to do can really affect how they teach in inclusive classrooms (De Jong et al., 2014; Kim et al., 2018; Perera et al., 2018). The teachers' belief about their own ability is not strongly changed by their goals to do inclusive teaching. But the way teachers think and how they understand what school leaders expect from them is more affected by their plans to teach inclusively (Moberg et al., 2020). This shows that many things work together and make teaching in inclusive classrooms complicated. However, the study also had some problems with the method. One problem is that it only used a cross-sectional method, and the questionnaire used needs more checking to be sure it is valid. They believe that more studies is compulsory to check the outcomes, to make the questionnaire better, and to try other methods, like watching what teachers really do in the classroom.

Some other studies also study teachers' self-efficacy using different research methods. From the selected articles for review, a number of studies have been found to employ quantitative, qualitative, mix method approaches, including systematic and integrative reviews. Some researchers focus on understanding teachers' self-efficacy from the educator's own point of view, not from what students think. Many of these studies were done in Western countries, especially in the USA. Because of that, future studies should include more cultural backgrounds. Cross-cultural research is beneficial

to explain and check the ideas that we believe now. In Indonesia itself, there has been no teacher's self-efficacy research involving the 3 theoretical perspectives described above. How students' perceptions of teacher's self-efficacy have not been discussed in depth as well. A specific tool to determine educators' self-efficacy in Indonesian needs to be further developed. Teacher self-efficacy studies in disruptive times in Indonesian context and culture may offer great benefits in relation to teaching effectiveness.

Teaching Effectiveness

A teacher's effectiveness has been approached in a multi-dimensional aspect. However, some scholars have also come up with a single-dimensional view of this construct. In our context, we would generate a one-dimensional concept of a teacher's effectiveness as a result of teaching behavior (teaching process). The current conception might be of limited value if approached with broader educational research and practice. In our simple conception, a teacher's effectiveness is associated with an effective teacher, which leads to students' achievement. Students' learning outcomes are achievable (Hattie, 2008; Kim et al., 2018; Swinson, 2012). Even though other researchers have broadened the definition of teachers' effectiveness (Bardach et al., 2021; 2022; Darling-Hammond et al., 2005) and promoting effective teachers in associated with various other results, like students' motivations, socio-emotional competences, self-regulated learning, and so on. We narrowed our conception of teachers' effectiveness to students' learning outcomes.

Every learning process expects learning outcomes that are following the objectives of learning. Students are expected to possess learning experiences that can be used not only in the school environment but also in the social environment. Learning outcomes are something that show what students get after the learning process. It happens because of many things, like support from inside or outside. Usually, learning outcomes are clear, can be seen, and are easy to measure. They help to know what students learn, like knowledge, skill, or ability. Learning outcomes can be about thinking (like knowing and understanding), feeling (like attitude and value), or doing (like practice and using skills). Many factors affect learning outcomes. Learning outcomes are very important, are a benchmark for the success of a learning process, learning outcomes can also be said to be an indicator of the success of an academic program. Learning outcomes will provide data whether a learning process is going well, or should it be out of the program and goals that have been determined. Thus, this is one of the evaluations carried out in every learning process whose results can be used as feedback for future improvements. This data can also show how effective a process is.

Teachers' effectiveness is associated further with their ability in building positive characters (Benoliel & Berkovich, 2020; Kim et al., 2018; Metimukarrama, 2018). This becomes very important along with the improvement of information technology in the technological disruption era. Positive character can help students to maintain self-esteem and not be easily influenced by negative information. This condition is very

important because it can affect the psychological development of students, which can have an impact on academic success. Research by Bardach et al. (2020) say that good students-teachers relationship can help students to reach what they need. Another research also finds that if the student-teacher relationship is good, and support and appreciation are provided by the teacher, students can show many good things. Students who have good connection with their teacher are usually seen better by their friends in the class. Teachers’ psychological characteristics have been believed to impact on teaching behavior and teaching effectiveness.

Table 2
Internal and External Measures of Psychological Characteristics

Measures	Teacher’s effectiveness In- dicator	Teacher’s Self-Efficacy Indicator	Predictors of teacher’s personality
Internal (Self- Reported)	Teacher’s self-efficacy.	Personality traits.	Self-efficacy.
	Openness.	Agreeableness.	Agreeableness.
	Teachers’ attitudes.	Openness.	Conscientiousness.
	Teachers’ expectation.	Conscientiousness.	Proactive expectations.
	Proactive personality.	Metacognition.	Enthusiasm.
	Conscientiousness.	Feelings of prepared- ness.	Mindfulness.
External	Emotional stability.		
	External measure (such as assessment by the manage- ment).	Cognitive ability.	Service-learning pro- gram.
	Extraversion.	Teaching ability. Extraversion.	Extraversion.

All in all, teachers’ psychological characteristics have been referred to as attributes, traits, and states of mind of individuals which influence their thoughts, feelings, and behaviors in the context of teaching. These characteristics include a variety of factors, including teacher’s self-efficacy, openness, attitudes, teachers’ expectation, proactive personality, conscientiousness, emotional stability, personality traits, agreeableness, metacognition, feelings of preparedness, self-efficacy, proactive expectations, enthusiasm, mindfulness, external measures (such as assessment by the management), extra-
version, cognitive ability, teaching ability, and service-learning program. In general, the result of synthesis of the 16 articles has indicated that predictors of teacher’s effective-
ness, self-efficacy, as well as teacher’s personality shared variations and similarities as suggested in Table 2. These predictors have been measured differently as well. Two major categorizations are whether the predictors are self-reported (internal) or measured by
externals such as students, school management, or teacher’s assessors. Even though a number of researchers have reported the weaknesses of self-reported predictions of teacher’s effectiveness, self-efficacy and personality, it is still unclear which types of

measures offer better representation of the psychological characteristics' association with teacher's effectiveness. It relies much on how the quality of the measurement is prepared and carried out by the researchers, such as how validity, reliability, as well as research biases are anticipated.

Conclusion and Implication for Future Research

In a similar voice with Klassen and Tze (2014) studies, investigating the association between teacher's effectiveness with psychological characteristics remains offers interesting variations. Studies assert that teaching effectiveness can be predicted by a number of teachers' psychological characteristics. Differences in the findings can be drawn whether they are posited as the direct predictors or as the mediators and how they are different from one another. In addition, there remain disputes on which measures are better, either by internal or external measures of the teachers themselves. It is difficult to decide which one is better; however, we can conclude from how the measurements have been carried out. Issues on validity, reliability, and research biases avoidance must be really held as a crucial consideration. Evidence on which measures offer better prediction is still limited and in dispute. Even though evaluation on the 16 most cited articles published on the Scopus database on self-efficacy and teachers' personality suggests some weaknesses of internal (self-reported) psychological characteristics' measures in predicting teaching effectiveness, this standpoint is not final, as methodological evaluations of the selected reviewed articles have not been firmly satisfied. Safely noted, teachers' self-efficacy and teaching behaviors have a stronger significance than any other personality factors. Implications for future research on teachers' self-efficacy effect on teaching performance are discussed.

As for the implication of the current study, there needs to be future research on the factors which play a more significant role in developing self-efficacy and the development of a comprehensive form of self-efficacy models. The primary shortcoming of the current review is the lack of attention on the way culture affects people and how countries can be different from each other, cultural contexts, and methodological assessments, as most primary studies have been using Western contexts. Greater cultural and contextual diversity is needed in future studies on the teachers' psychological characteristics. There is still limited research carried out on the issues of the psychological characteristics of teachers. It is necessary to obtain a more complex and in-depth comparison of the psychological characteristics of teachers predicting teaching effectiveness across cultures and contexts, especially using Asian or Indonesian context. In addition, future research can be approached by linking broader personality traits such as openness, coping strategies, self-regulation, Big Five personality traits, and socio-cultural environmental factors, and many others as indicated in the above matrix internal and external measures of psychological characteristics.

Limitations

We realized that the current systematic review is still far from perfect. Limitations of the current systematic review can be viewed from the literature database selected. We realized that relying only on the Scopus database is weak. What we believed that almost all articles published and indexed by Scopus underwent meticulous selections and review processes. We suggest future studies to expand the search strategies into other databases. In addition, limitations of the current work may be in how the thematic analysis has been carried out. Synthesizing 16 articles out of 68 can be too small of the selected articles. Our rationale was only on the basis of selecting the articles with a higher number of citations. Articles with a high number of citations do not guarantee the avoidance of methodological weakness and research biases. This situation should be considered by the next researchers when they look at the articles about teachers' psychological characteristics. Another weakness in this review is maybe the differences between cultures, countries, and the samples that were chosen. Almost all the articles were from Western countries, in which their cultures are, of course, different from our context, the Indonesian context. Therefore, future studies with greater cultural diversity on reviewing teachers' psychological characteristics will give a better snapshot of studies conducted on elaborating the predictors of psychological characteristics and teaching effectiveness.

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Ar mokytojų asmenybė ir jų saviveiksmingumas turi didesnę reikšmę mokymo efektyvumui?

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Santrauka

Šiame tyrime sistemingai apžvelgiama literatūra, kurioje aprašomos mokytojų psichologinės savybės. Ypač daug dėmesio skiriama asmenybės bruožams ir saviveiksmingumui bei jų ryšiai su mokymo efektyvumu. Analizuojant 16 per pastarąjį dešimtmetį dažniausiai cituojamų empirinių ir apžvalginių straipsnių, gautų iš Scopus duomenų bazės, išskiriami pagrindiniai psichologiniai bruožai, tokie kaip sąžiningumas, ekstraversija ir emocinis stabilumas, kaip svarbūs mokymo kokybės prognozės veiksniai. Apžvalgoje pabrėžiama saviveiksmingumo svarba, nes mokytojai, kurie labiau pasitiki savo gebėjimais, paprastai pasiekia geresnių mokymo rezultatų. Nepaisant dažnai stebimų stipresnių koreliacijų tarp išorinio mokymo efektyvumo vertinimo ir mokinių pasiekimų, nustatyta, kad mokytojų psichologinės savybės, įskaitant asmenybės bruožus ir saviveiksmingumą, žymiai pagerina mokymo rezultatus ir mokinių

pasiekimus. Be to, tyrimas rodo, kad mokytojų rengimo programose siekiant pagerinti bendrą mokymo kokybę pirmenybė turėtų būti teikiama psichologiniams įgūdžiams, pavyzdžiui, emociniam intelektui ir pasitikėjimui savimi, lavinti. Tyrimas taip pat atskleidžia esamų metodikų trūkumus, ypač susijusius su tarpkultūrinės perspektyvos, visų pirma ne Vakarų konteksto, trūkumu. Rekomenduotina atlikti tolesnius tyrimus norint nustatyti, kokią įtaką šie psichologiniai bruožai turi mokymo efektyvumui įvairiose švietimo ir kultūrinėse aplinkose, ypač Azijos ar Indonezijos kontekste. Tokiems dalykams esamuose tyrimuose nebuvo skirta pakankamai dėmesio. Ši apžvalga prisideda prie platesnio mokytojų psichologijos supratimo, suteikia vertingų įžvalgų politikos formuotojams ir švietėjams, siekiantiems tobulinti mokytojų rengimo programas.

Esminiai žodžiai: *mokytojo asmenybė, psichologiniai veiksniai, saviveiksmingumas, mokymo efektyvumas.*

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