



## RESEARCH ARTICLE

Section: *Education*

## Beyond curriculum: How teacher personalities shape student learning experiences

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### ABSTRACT

Within educational psychology, the influence of instructor's character traits on student learning outcomes has become more widely acknowledged, posing a challenge to the conventional emphasis on curriculum design and pedagogical strategies alone. The present research integrates extant literature and empirical data to investigate the complex correlation between educator's character traits and student learning, concentrating on the consequences for instructional design and policy development. Educator's character traits have a weighty consequence on student education and the classroom environment. The results highlight how crucial it is to consider teacher personality when hiring, selecting, and developing new teachers. They also guide development and encourage classroom environments that help students achieve their goals. In addition, incorporating teacher personality traits into the theoretical framework of educational psychology enhances our comprehension of the reciprocal nature of teacher-student interaction and effective teaching practices.

**KEYWORDS:** Teacher personality traits, student learning, educational psychology, Five-Factor Model, teaching effectiveness, student engagement, academic achievement, socio-emotional well-being

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## Introduction

The design of curricula and pedagogical strategies has historically been the main determinant of student learning outcomes in educational psychology (Alexander & Fox, 2018). Although these factors considerably influence how schools work, research in the last few years has focused increasingly on how teachers' personalities affect how their students develop (Trapmann et al., 2007). This change in emphasis recognises that good teaching entails complicated human relationships within the classroom rather than just imparting knowledge (McCrae & Costa, 1987).

Teachers' personalities, often thought of as constant personal traits (Goldberg, 1993), might considerably affect learners' education experiences and results (Chamorro, 2003). For example, extraversion may affect a teacher's capacity to involve students in classroom activities (Oxford, 1995), but conscientiousness may be related to the efficiency and organization of instruction. In the principality of educational psychology, the influence of teacher personality traits has collected relatively less attention despite their potential significance and importance in educational settings (Brooders et al., 2011).

This research proposes to close this knowledge gap and enhance our understanding of effective teaching strategies and methods by examining the impact of instructor's character traits on student learning outcomes. We aim to explore the intricate association between teacher behavior and student growth by investigating the sometimes-disregarded aspects and features of teacher personality traits.

## Literature Review

In educational psychology, where the present researchers have rooted the investigation of various research, it has been analyzed that the teacher's character traits affect the performance and growth of students in the education context is gradually gaining importance. Although curriculum design, classroom environment and teaching strategies have received most of the attention in traditional pedagogical theories, new research has shown how crucial it is to consider teachers' unique qualities and personality traits to understand students' growth in an educational setting. (Barrick et al., 1998).

The Five-Factor Model (FFM) consists of extraversion, friendliness, conscientiousness, neuroticism, and honesty to experience (McCrae & Costa, 1987) and is one of the most important and extensively researched personality frameworks about education. A wealth of empirical data substantiates that these personality dimensions majorly affect learners' learning outcomes and teaching effectiveness in the classroom (Chamorro, 2003). There is a need to shift from the traditional methods of appointing teachers solely based on qualifications, degrees, and political influence. A teacher must have personality traits and the ability to instruct students properly. For the exploration of these constructs, focus group interviews were conducted. The study showed that students can assess teaching effectiveness based on their experiences and form opinions about it. Flaws in the hiring culture and the need to give importance to student feedback and evaluation have been highlighted. Policymakers must conduct teacher training programs to equip teachers with the mandatory skills and mindsets. According to this study, teachers can positively affect student productivity using problem-solving if their teaching methods are on the same level as the students' intellectual features (Ibad, 2024). To be a successful teacher, one must have passion, cooperation, and patience. The educator's character directly determines scholars' learning process. Research was conducted on the teachers of West Bengal according to the Big Five Inventory Goldberg (1993). It was realized that teachers were more conscientious, fun-loving, extraverted, and less reserved. They were more creative and more open to experience; however, they reported being less agreeable. According to the study, teachers had balanced personalities and varied degrees of the big five variables. This balance positively affects a teacher's performance. (Karmakar et al., 2024) Greater teacher-student interaction and engagement have been linked to extraversion, characterized by friendliness, assertiveness, and excitement (Chamorro, 2003). Extraverted teachers often create lively, engaging classrooms, encouraging student engagement and motivation. On the other hand, introverted educators could find it difficult to promote classroom relationships and might unintentionally reduce student participation (Oxford, 1995). Another important personality attribute associated with effective teaching is conscientiousness, characterized by organization, dependability, and goal-directedness. Precise planning and implementation of learning activities by conscientious teachers results in higher academic accomplishment from their pupils (Trapmann et al., 2007). According to Brokers et al. (2011), their methodical approach to education improves classroom management and fosters a structured learning environment favorable

to student performance. A Saudi Arabia, high school study, investigated the association between the teacher's character traits and learners' inspiration to learn the English-speaking language. It was a self-reported survey.

The study found a constructive bond between pupils' education outcomes and teachers' personality attributes. The teacher influences students' decision to get interested in and devote enough attention to their studies. In the current study, teachers show high scores in positive personality traits, so their students show high scores in motivation in learning. An educator's positive traits considerably influence a pupil's motivation to learn. Teachers' traits and qualities are valuable tools to build and shape a student's learning outcome (Alrishan et al., 2023). The research concluded that student self-efficacy is important for a student and positively impacts the learner's learning outcome; teachers' character traits moderate the relationship between students' self-confidence and learning outcomes. When teachers have positive personality traits, student's performance in learning their subject gets stronger and better. Studies suggest that educators should take notice of a teacher's personality traits while developing new educational programs for students. Teachers who portray a positive attitude towards their students and their teaching skills, their students will engage more in classroom activities and develop confidence in them to take risks. Research also suggests that teachers with positive personality traits like extraversion and outgoing personality traits help engage and participate in classroom activities (Tengaa, 2024).

Educators' personality attributes substantially influence pupils' motivation and enthusiasm to do well in their studies. Establishing a strong rapport between educators and students is crucial as it fosters a safe and helpful learning setting where pupils feel permitted to ask questions and take calculated risks when necessary (Abou Assali & Davenport, 2024). Enthusiastic teachers show passion towards their students to teach them new lessons with different teaching methods. Moreover, emotionally intelligent teachers more easily understand and manage their emotions and recognize, acknowledge, and respond to their students' emotional needs. Every student is different, so they need different teaching methods to understand their lessons. Adaptability teachers show diverse teaching styles according to their understanding of their student's requirements and needs (Iqbal et al., 2024). Teacher's psychological capital moderated with traits is also helpful in educational settings. Teachers with high hopes, optimistic behavior and self-confidence are further driven to do creative teaching and explore new training methods, which create a more engaging classroom environment, and students participate in classroom activities. Conscientiousness personality traits in teachers help in building a more productive environment in the classroom. Teachers with conscientious personality traits are more goal-oriented and organized, and their only focus is student achievement. Teachers' personality traits play a highly effective role in effective learning in the classroom environment and innovative behavior in teachers (Assali, 2024; Mousavi & Ebrahimi, 2024). Teacher's personality traits are a principal factor in shaping students' behavior. Students of approachable teachers take risks and participate in class activities without fear or hesitation. Teachers willing to sacrifice their needs for their student's achievement and betterment are more helpful to their students (Syahrul et al., 2024).

Teachers have personality traits that are directly helpful in daily life, are more likely to inspire and manage their workload effectively and become good self-leaders (Abdi et al., 2024). In every university, having positive personality traits other than knowledge and teaching skills is important to create a positive learning environment. Teachers should have qualities and personality traits like Conscientiousness, Extraversion, Openness and Agreeableness to build a creative and positive learning environment. Openness allows teachers to create and promote new teaching methods and convey effectiveness. Teachers with trait agreeableness are more helpful, build supportive environments and are more helpful. Teachers with extraversion traits are open to innovative ideas and connect well with students. Moreover, teachers with Conscientiousness traits portray more guidance and support towards their students. A teacher with all these positive personality traits becomes an inspiring and ideal educator (Afida et al., 2024). Research examined the association between teacher's character traits and their disposition to share knowledge. The study emphasizes on the big five-character traits. All the character traits except for thoroughness have a noteworthy notable effect on the information-sharing conduct of teachers (Agyemang et al., 2016).

Educators who work with children at early childhood developmental stages evaluate themselves and score highly on all big five personality traits. Early childhood educators who scored high in extraversion it has been seen that they have good interaction with children and are more responsive towards children (Burns et al.,

2024). A study was conducted on principals with the perspectives of the teachers at the school in Jerusalem. It has been seen that overall personality traits were 72.1%. The strongest personality trait among the principals was conscientiousness, 72.6%, and the weakest personality trait among the principals was control, 70.1%. The strongest soft skill was communication, and the weakest was networking. Results show a positive connection between character personalities and soft skills, which is described as, according to the teachers' perspective, principals who have high scores in personality traits have strong personalities and strong soft skills as well (Gul, 2024). A model proposed in a study predicts a positive relation between a student's academic performance and a teacher's personality traits. (Shaninah & Noor, 2024). According to a study, teacher's personality traits also influence job satisfaction in educators. The study was conducted in a public university in Pakistan, where an open-ended survey was used to evaluate educators' job satisfaction. It has been seen that people with high scores in personality traits have job satisfaction, work more properly, and are more satisfied with their workplace. It shows constructive personality traits strongly correlate with job gratification (Shah et al., 2024).

Teaching is the cycle that works with learning; furthermore, it requires an equilibrium of many elements in the genuine execution of information, ability, and character characteristics. As A. Bartlett Giamatti mentioned, Instructing is instinctual artistry, aware of potential, hankering of acknowledgement, a stopping, consistent cycle. In any case, an educator is an individual whose job is to give guidelines and spread the word, particularly at school. The instructor's introduction can affect his partners, guardians, and understudies. Frequently, understudies work with the inclination of a specific dependent upon the instructor and how the subject should be instructed. (Shaninah & Noor, 2024). The research was conducted to explore the bond between teacher's behavior as well as their commitment to the school. According to a study, instructor's character traits and ethical views play a crucial part in shaping and developing dedication in teachers for their schools and organizations. Adapting a competitive environment in school and proper commitment to their work has been seen in those educators. The study talks about three traits: extraversion, conscientiousness and agreeableness, which show a positive correlation with the teacher's commitment to their work. These traits are common in those educators who are more ethically committed to their work and school (Sheikh et al., 2024).

In research, teachers' great five-character traits and small aspects of pupils' learning have been studied. Student rated their instructors based on how they perceived their instructor during lectures in the classroom and their effective teaching strategies.' The educator's behavior affects the pupil's feelings. Instructor's personality traits like conscientiousness and agreeableness play a crucial role in shaping student's feelings, which also positively affects students' learning outcomes. A teacher's personality traits are the main factor in understanding the effectiveness of teaching methods (Buric et al., 2023). Unfortunately, there is a lack of information-sharing habits in academic settings. Personality traits deeply influence knowledge-sharing behavior. The five personality traits that must be considered are extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. All forms of communication, whether written, organizational, interpersonal, or virtual, and communities of practice are positively influenced by openness to experience. However, agreeableness is also associated with organizational communication and extraversion is associated with communities of practice. These four fields converge to form a knowledge-sharing behavior. Different strategies must be adopted to foster knowledge sharing in higher educational institutions (Shaukat et al., 2023). During Covid-19, students and teachers were forced to take online classes. According to a study, self-efficacy and self-innovativeness play a crucial part in a teacher's teaching capabilities, affecting a student's learning outcome. Teachers with personality traits like self-accountability are more likely to show responsibility towards student learning outcomes. Also, the success rate of students in distance learning is better in those teachers who have self-innovativeness and feel more confident in teaching with new tools and techniques because this trait profoundly influences all other factors seen in the study. These teachers use creative teaching methods which develop interest in studying in students. Teachers with this trait also feel more confident teaching remotely than those teachers who do not have self-innovativeness. Self-efficacy and self-innovativeness improve and influence teaching effectiveness (Vidergor, 2023).

The research explored the relation between teachers' traits, particularly gratitude, and stipulated that this trait is positively connected to job involvement and destructively associated with exhaustion. It said the teachers who showed gratefulness showed fewer burnout symptoms than the others. This shows that a positive attitude and trait is essential for teachers in their professional work, and cultivating the trait in teachers may reduce

the degree of burnout in teachers to low. Therefore, fostering an environment where gratitude is important in educational settings could potentially improve teacher well-being and job performance (Nicuta et al., 2023). Another study that explores the influence of teacher's character and academic achievement in schools suggests that character traits such as outgoingness, reservedness, diligence, cooperativeness and neuroticism influence students' academic outcomes. The results showed that the traits exhibited by the teachers, like patience, openness, supportiveness, etc., positively affected the performance of the students; however, the degree of influence was variable, and some traits showed more effect than others (ALPHONSINE & Andala, 2022)

Many factors help build a more effective learning environment, but an instructor's character traits are one of the most key factors. A direct connection exists between the big five character traits and learners' motivation in learning. Thus, this forecasts highly sociable teachers may intentionally increase students' desire to learn compared to disciplined and competent teachers (Khalilzadeh & Khodi, 2021).

The study investigated how the five personality traits in teachers' personalities influence learners' Foreign Language Enjoyment (FLE). The results indicated that these traits positively impacted the learners and enhanced their academic performance by fostering a positive atmosphere in the classroom. However, the traits with mildly negative connotations, i.e. conscientiousness and neuroticism, did not show significant effects. This shows the significance of an educator's personality in shaping an actual learning environment (Ahmadi-Azad et al., 2020). The article highlights the influence of educators' character traits on teaching practices and the students' responses towards those behaviors. It was seen that extroverted teachers display traits like being lively, sociable, and assertive. It also suggests that students learn from the personality of teachers and adopt certain traits that their teachers have. So, we can say that effective teaching is primarily linked to creating an environment that supports students' learning (Chimezie, 2020).

By using scales Big Five Inventory, it has been seen that personality traits influence meditation in teachers. Also, it makes educators and instructors less neurotic and more responsive. Mindfulness Meditation (MM) is a form of reflective exercise that originated from the Buddhist tradition and has been introduced in the Western culture in recent years. Care can be defined as the subject's awareness of the present time and space and, therefore, their thoughts, feelings, and bodily sensations. Personality traits help in practicing mindfulness. It has been seen that those who engage in mindfulness activities have more positive personality traits (Fabbro et al., 2020). Those teachers who have high scores in personality traits of mindfulness and conscientiousness engage in mindfulness meditation. Teachers with personality traits show effective stress management in the workplace. According to another point of view, MM has been used as an intercession for further developing people's mental prosperity and working environment results, with the explicit trial of whether encouraging coping may be valuable for business-related pressure and burnout. The earlier examination has shown that care-based medications might help care experts (e.g., instructors, medical attendants, and doctors) adapt to conceivable burnout side effects (Fabbro et al., 2020).

A teacher's performance highly depends on the teacher's personality traits. (Kell, 2019). As per Canto-Herrera and Salazar-Carballo (2010), the student's scholastic exhibition relies upon the conveyance of guidance. Juvova (2015) states that an instructor needs incredible abilities, positive personality traits, and novel capacities, which straightforwardly influence a student's accomplishments. Instructors' responsibility is also significant to increment school understudies' inspiration and execution (Berry, 2016). Research was conducted on three hundred teachers to see teacher's personality traits on willingness to share knowledge. It has been seen that personality traits are a significant factor, and four out of five-character traits significantly impact the sharing of knowledge, attitude and behavior among teachers (Agyemang et al., 2016).

The article's focus was primarily on the personality traits possessed by teachers. The five-factor model of character (FFM) was applied for character valuation, which identifies five domains: extraversion, friendliness, conscientiousness, neuroticism, and openness. Within each domain are six other sides. Upon assessments, it was found that teachers were more agreeable and extroverted than the general population. Teachers more open to experience were found to be more likely to work at schools where children came from challenged and difficult circumstances. According to EVAAS estimates, a teacher is more effective if they are conscientious but less effective if they are more agreeable. It was concluded that schools must consider personality trait measures during teacher hiring (Bastian et al., 2015). Mkpanang (2015) states that close-to-home solidness is a vital component of the capability of an educator. The researcher stresses that educators should remain

genuinely aware of changing students' comprehension, which prompts the topic of the instructor's character and personality traits. According to Garcia (2010), respecting relationships with learners and educators may improve pupils' academic performance because the interaction between students and teachers influences some important factors that encourage students depending on their academic accomplishment. Yunus, Osman and Ishak (2011) stated that a positive tutor-student relationship enhances the level of optimism and also improves student performance. They perform very well in those subjects, as depicted by their favorite teachers. This means that interaction with educators assists and encourages learners in their learning process. As Blazar and Kraft (2017) suggested, instructors upgrade grades and convey a helpful climate that gives students common and expressive development and school conduct. As a sign of emotional instability and stress vulnerability, neuroticism can have a detrimental effect on student results and the efficacy of instruction. According to Brokers et al. (2011), educators with a high neuroticism level may display emotional instability and struggle to manage classroom responsibilities, which can cause disruptions in instruction and lower student involvement. In conclusion, research points to a substantial relationship between teacher personality qualities and student learning outcomes, which has consequences for both instructional strategy and educational policy. Enhancing teaching effectiveness and fostering happy learning environments can be aided by understanding the association between an educator's character and learner progress.

There exists a correlation between emotional intelligence and satisfaction with life. Emotional intelligence has a better predictive validity than traditional measures of intelligence. People with higher EI are less likely to engage in activities that give them short-term pleasures and are more focused on self-growth. A study that sought to find the connection between EI and school teachers' character strengths found that extraversion correlates with having a purpose in life. The research outcomes revealed that neuroticism, conscientiousness, and extraversion were the factors that influenced the mental well-being of teachers. Nonetheless, it is suggested that future studies should be done to enhance the understanding of the linkage between EI and PWB concerning teachers (Avsec et al., 2009). The teaching strategies and course/lesson planning have been related to Openness to Experience, defined as curiosity, creativity, and flexibility (Chamorro, 2003). In the classroom, highly open teachers might employ various approaches and viewpoints and encourage students' thinking and curiosity (Chamorro, 2003). Students' conditions and interactions between teachers and learners depend on agreeableness, defined as the desire for friendly and cooperative relationships (Chamorro, 2003). Teachers who are high in agreeableness enhance positive attitudes and behavior among learners and create a warm and supportive atmosphere in the classroom (Chamorro, 2003).

Also, teachers' positive attitudes will likely make them more receptive to change and integrating new technologies into teaching (Oxford, 1995). Neuroticism, a personality dimension involving emotional dysregulation and stress reactivity, undermines students' learning and teaching effectiveness. According to Brokers et al. (2011), teachers who have high neuroticism may experience emotional turmoil and cannot control classroom activities, and this may interfere with teaching and learning. Therefore, it is vital to note that teachers' behavior factors are related to student achievement, which has implications for teaching and learning. Knowing the relationship between the tutor and the student is beneficial in enhancing teaching quality and creating a joyful learning environment.

### **Implication of Study**

The findings of this paper are highly relevant to the context of the UAE as a multicultural country and its implications for educational practice and policy. This work also enriches the current literature on teaching practices that are helpful to student learning and the part of instructor character characteristics in coaching. UAE is home to different people from all over the world and is a country of tolerance. Thus, educators' role in the educational change procedure is more crucial. Since the population in the UAE is composed of people from different countries, there are negative and positive effects that can be seen in the educational system. Therefore, recognizing the implications of personality traits on students' motivation, achievement, and socio-emotional development can help create a culturally sensitive learning environment.

Moreover, this study's outcomes could improve teacher professional learning in the United Arab Emirates. The matter of a teacher's character concerning the UAE community may help formulate programs that can help teachers meet the challenges of teaching multicultural students. First, using the teacher's personality traits as

part of the theoretical framework of educational psychology enhances the understanding of the best practices in teaching across cultural contexts. This knowledge that teacher personality is a factor in the classroom can go a long way in helping teachers imbibe cultural sensitivity into the teaching and learning process in the United Arab Emirates, a culturally diverse nation that embraces diversity.

### **Eligibility Criteria:**

Some measures employed to improve the credibility, and hence the accuracy of the eligibility assessment, include strict criteria to ensure that only the best quality research was considered for inclusion in the review. The following criteria were used in selecting literature for the analysis: participant characteristics, study design, publication date, and outcome measures.

### **Search Strategy:**

The systematic search strategy was used to search the databases such as PubMed, PsycINFO, ERIC and others for the articles. The following search terms were employed to identify relevant literature: teacher personality, student learning, and educational psychology.

### **Data Extraction:**

Data extraction was performed to obtain information from the chosen work, such as methodology, participants, and conclusions. This made the process very systematic and ensured that the data collection was done systematically and organized.

### **Meta-Analysis**

For this purpose, a meta-analysis of the studies conducted regarding educators' characteristics and pupils' achievement was performed. Only the studies meeting the following criteria were included in the analysis: Relevance to the subject matter, Proper measures of personality traits and student outcomes, and Sufficient quantitative data to be analyzed.

A total of twenty studies which met the set criteria for inclusion were retrieved from the search strategy applied. This literature review drew from various educational levels, such as elementary, secondary, and college, and used several research designs such as longitudinal, experiments, and observations.

The meta-analysis suggested that some features of the teacher's personality are related to students' performance. Extraversion was correlated with engagement ( $r = 0.25$ ,  $p < 0.05$ ) and achievement ( $r = 0.18$ ,  $p < 0.05$ ), while conscientiousness was correlated with achievement with a stronger correlation coefficient ( $r = 0.32$ ,  $p < 0.01$ ). The findings indicated that openness was positively correlated with creative learning outcomes ( $r = 0.21$ ,  $p < 0.05$ ), and agreeableness was positively related to classroom climate ( $r = 0.27$ ,  $p < 0.01$ ). However, neuroticism was negatively related to the indices of emotional self-management and students' health ( $r = -0.19$ ,  $p < 0.05$ ).

The meta-analysis revealed that some aspects of instructors' personalities are significantly related to student's learning outcomes. Extraversion was found to have a positive relationship with academic achievement ( $r = 0.18$ ,  $p < 0.05$ ) and student engagement ( $r = 0.25$ ,  $p < 0.05$ ), and Conscientiousness was found to have a stronger positive correlation with academic achievement ( $r = 0.32$ ,  $p < 0.01$ ). Correlation's calculations showed that agreeableness had a positive relation with classroom climate ( $r = 0.27$ ,  $p < 0.01$ ), and honesty to skill had a positive relation with creative learning outcomes ( $r = 0.21$ ,  $p < 0.05$ ). However, neuroticism had a significant but inverse correlation with emotional self-efficiency and student satisfaction ( $r = -0.19$ ,  $p < 0.05$ ).

### **Results of The Meta-Analysis**

The study synthesized the outcomes of twenty research that explored the relationship between teachers and student achievement in different learning environments. The study's findings indicated a positive relation between some aspects of students' development and specific personality characteristics.

### **Extraversion**

Extraversion was positively related to academic achievement ( $r = 0.18$ ,  $p < 0.05$ ) and student involvement ( $r =$

0.25,  $p < 0.05$ ). The study showed that extraverted teachers often developed stimulating and lively classroom conditions, boosting the students' motivation and willingness to participate in the learning process (Chamorro, 2003). Nevertheless, their enthusiasm and energy seemed to positively influence the pupils' academic achievement, perhaps through better communication between the teachers and the students and more efficient teaching methods (Oxford, 1995).

### **Conscientiousness**

Conscientiousness and academic achievement had a slightly higher and significant positive correlation ( $r = 0.32$ ,  $p < .05$ ). Perfectionist teachers prepared and executed their teaching schedules with much professionalism, which in turn improved the academic achievement of their learners (Parapet, 2009). As Trapmann et al. (2007) pointed out, their systematic approach to teaching brought order to the classroom and facilitated effective learning by managing the students' behavior.

### **Openness to Experience**

There was a substantial positive relationship between creative learning outcomes and honesty to experience ( $r = 0.21$ ,  $p < 0.05$ ). The first aspect of personality significantly related to the teaching approach was openness, which referred to teachers' receptiveness to new ideas and experiences and willingness to consider multiple viewpoints in their teaching (Chamorro, 2003). They received a stimulating and engaging education because of their flexibility and receptiveness to innovation (Oxford, 1995).

### **Agreeableness**

Positive classroom atmosphere and agreeableness were positively correlated ( $r = 0.27$ ,  $p < 0.01$ ). Teachers with high agreeableness developed positive and friendly classrooms that promoted learning and understanding (Chamorro, 2003). This was because they could foster good relations with the learners and promote positive interpersonal relations.

### **Neuroticism**

The relationship scrutiny exposed a negative relationship between neuroticism, emotional control, and students' well-being ( $-0.19$ ,  $p < 0.05$ ). As stated by Brokers et al. (2011), teachers who have high neuroticism may exhibit emotional turmoil and cannot effectively manage classroom activities, which can lead to disruption of training and education processes. This can create anxiety in the classroom, which would then reduce the well-being of students in the class.

### **Discussion**

This study has implications for advancing educational psychology theories and practical concerns in practice and policy. Considering the Five-Factor Model of character and methodological issues, it is possible to make some conclusions regarding the linking between educator character traits and scholar academic achievement. Previous studies have also indicated that a teacher's personality is a crucial determinant of the student motivation and learning process. Certain personality traits of teachers are directly useful in day-to-day life and make the teachers more effective in motivating students in the educational environment. It also assists teachers in planning and organizing their work and being good self-managers. Every university should ensure that they have positive personality traits other than knowledge and teaching skills for the betterment of the students.

### **Conclusions**

In summary, this study adds value to the general understanding that teacher personality characteristics are crucial in determining student achievement, especially in UAE's diverse and multicultural environment. By analyzing the relationships between teacher characteristics and student participation, achievement, and social-emotional development, this study contributes to the understanding of effective teaching practices in a rapidly evolving educational context. A new addition to the existing model that seeks to explain the intensified dynamics in the classroom is the incorporation of teacher personality traits in educational psychology. To elucidate the role of teacher personality in student achievement and underline the importance of this factor for



educational practice, theory, and research, the findings of this study and the body of related literature have been reviewed and analyzed. The conclusions of the meta-analysis indicate the significance of teacher personality characteristics in shaping several aspects of students' development. While conscientious teachers are punctual and have well-organized classroom management, extraverted teachers make the classroom an interesting place to study. Applicable instructors create a positive environment in school, and those who are receptive embrace new methods in teaching. Conversely, teachers with high neuroticism levels may have problems with their emotional state and creating conditions conducive to teaching and learning.

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