



## Teacher Effectiveness and Big Five Personality Traits: A Review of Related Research

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### Abstract

Teacher Effectiveness is responsible for addressing enrichment of learners' capabilities. In studying Teacher Effectiveness and related characteristics, globally researchers are very fervent to reveal the relationship between Teacher Effectiveness and Personality Traits. In this context, Big five personality traits were scrupulously used by the researchers. The purpose of this study was to systematically review all the noteworthy world research in this area. A total of 80 studies published between 2008-2021 met inclusion criteria were analyzed. Results suggested that Big five personality traits, teachers' characteristics related dimensions and teaching related dimensions were most popular to the researchers of the said relational study.

### Keywords

Teacher, Personality traits, Big-five personality traits, Teacher effectiveness

### INTRODUCTION

Effectiveness of teachers' is a global issue in the education system. Education ministries of several countries emphasize on the enrichment of teachers' quality, because teachers' active and effective participation paves the way to achieve most of the SDGs. In studying Teacher Effectiveness and related characteristics, globally researchers are very fervent to reveal the relationship between Teacher Effectiveness and Personality Traits. Personality trait is one of the major inborn factors of an effective teacher (Raymond, 2008). In this context, Big five personality traits (Costa, & McCrae, 1992) were scrupulously used by the researchers (Kell, 2019). According to the Dutta, Halder and Sen (2017) Big-five Personality traits are very significant related characteristics of an effective Teacher.

### Neuroticism

The personality trait Neuroticism does not have an effect on job satisfaction (Chandrasekara, 2019). Neurotic teachers did not satisfy with their teaching job (Mondal, 2018). There is a correlation between job satisfaction and Neuroticism (Rohani, 2017). Specifically, there is a negative association between Neuroticism and job performance (Binti Rusbadrol, Mahmud, & Arif, 2015). Neuroticism has different influences on creative teaching (Deng, Zheng, & Chen, 2020). It has significant impact on group performance (Adeyemi, Damilola, & Mu'azu1, 2018). This personality trait negatively effects on teaching competencies (Aydm, Bavl, & Alc, 2013). Neuroticism is the predictors of Academic Achievement (David, 2017). Prospective teachers' with Neuroticism personality trait academic achievement was not statistically significant (Hashmi, & Naz, 2020). The trait neuroticism, affect teaching ratings and evaluations of courses (Patrick, 2013). Neuroticism of NEO-FFI is negatively correlated with Teacher Effectiveness (Halder, & Dutta, 2014; Buela, & Joseph, 2015). The personality trait neuroticism and self-efficacy have significantly negative relationship (Pandey, & Kavitha, 2015). Optimism, hope, resilience and self-efficacy are the sub-dimensions of the psychological capital scale, that there was a negatively significant relationship with neuroticism personality trait (Bozgeyikli, 2017). Self-concept was significantly positively correlated with "Neuroticism", (Navidinia, Zangooui, & Ghazanfari, 2015). Conscientiousness

have been found to moderate the relationship between collaboration and teacher self-efficacy (Sehgal, 2015). There is no significance correlation between neuroticism, and Teachers attitude towards inclusive education (Hemadharsini, Jerald, & Amutha, 2021). Neuroticism has no impact on Emotional Intelligence (Alghamdi, Aslam, & Khan, 2017). Reappraisal mediates the relations between teachers' conscientiousness and their positive mood (Berkovich, & Eyal, 2021). Neuroticism corresponded with lower subjective career success (Smidt, Kammermeyer, Roux, Theisen, & Weber, 2018). A negative and meaningful relationship was found between neuroticism and emotional intelligence (Dehghanan, Abdollahi, & Rezaei, 2014). Teacher's happiness for the big five dimensions of personality, the lowest was neuroticism (Wicaksani, & Setiawati, 2018). There is a significant and positive correlation between teacher freezing and neuroticism (dimension of personality) among secondary school teachers (Poonam, 2015). Among the 15 components of Emotional Intelligence, problem solving was found to have the highest negative significant correlation with personality type neuroticism (Razavi, 2014). Neuroticism makes the best contribution in explaining irrational beliefs (Sheng, 2017). Emotional Intelligence was negatively correlated with neuroticism (Atta, Ather, & Bano, 2013). Neuroticism lowers the level of social intelligence, particularly in the factors of Social skills and Social perceptiveness (Birknerová, Frankovský, & Zbihlejšová, 2013). Neuroticism was negatively correlated to technology integration skills (Kreider, 2018). Neuroticism is positively linked to self-efficacy for student engagement, instructional strategies, and classroom management (Senler, & Sungur-Vural, 2013). All the five personality traits had significant positive relationship with transformational leadership style, with neuroticism having the weakest relationship (Amponsah, & Asamani, 2015). Personality traits neuroticism has been shown as a statistically significant predictor of fallback career of teacher trainees (Tomšik, & Gatial, 2018).

### **Extraversion**

Students with extroverted teachers are more significantly outperformed than the students with introverted teachers (Dost, & Hafshejani, 2017). It is the predictors of Academic Achievement (David, 2017). But, another study revealed the relationship between Extraversion and academic achievement was not statistically significant (Hashmi, & Naz, 2020). However, it is found extraversion has significant impact on group performance (Adeyemi, Damilola, & Mu'azu, 2018) and also it has the biggest significant effect on teaching competencies (Aydm, Bavl, & Alc, 2013). A correlation is found between job satisfaction and Extraversion (Rohani, 2017). In terms of job satisfaction, it is the most influential factor (Chandrasekara, 2019). But, another study found a different result and that is Extraversion has no significant impact on job satisfaction in any group of employees (Bui, 2017). Though, Significant and positive relationship is observed between teaching competency and extroversion of secondary school teachers (Devi, 2015). Extraversion better predicted performance in jobs requiring social skills (Judge, & Zapata, 2015). Teachers with extrovert personality characteristics have significantly higher levels of job satisfaction as compared to teachers with introvert personality characteristics (Ayan, & Kocacik, 2010). The trait extraversion affects teaching ratings and evaluations of courses (Patrick, 2013). Teacher Effectiveness scores of trained Secondary Govt. aided School Teachers are significantly correlated with their Extroversion (Halder, & Dutta, 2014). Extroversion is the most important personality trait of popular teachers' to the students' (Eryilmaz, 2015). Preschool teachers had higher levels of extraversion and social conformity (Vorkapić, 2012). Teacher's happiness, for the big five dimensions of personality, extraversion is highest (Wicaksani, & Setiawati, 2018). It is found that extraversion and self-efficacy have significant positive relationship (Pandey, & Kavitha, 2015) and there is also significant relationship between extraversion personality trait and teacher effectiveness, especially with dimension knowledge of subject matter of teacher effectiveness and teacher character dimension (Buela, & Joseph, 2015) and it is positively associated with knowledge sharing (Zhang, 2016). However, another study reveals a negative correlation between extraversion and Teachers attitude towards inclusive education (Hemadharsini, Jerald, & Amutha, 2021). The personality trait extraversion emerged as significant predictors of Emotional Intelligence (Alghamdi, Aslam, & Khan, 2017). Extraversion is a significant positive predictor of the competition with other people, persistence in goal achieving and goal achievement as a source of satisfaction, and the total score for the achievement motive (Mirković, Zečević, & Marinković, 2020). EI was positively correlated with extraversion (Atta, Ather, & Bano, 2013). Social intelligence correlates positively with Extraversion (Birknerová, Frankovský, & Zbihlejšová, 2013). Extraversion was positively correlated to technology integration skills (Kreider, 2018). Individual teacher Extraversion predicts teacher effectiveness in providing instructional support (Jones, 2014). It is associated with higher levels of closeness and conflict (Zee, Koomen, & Veen, 2013). The teachers who utilize the trait of extraversion engage students in a more effective way when compared to those who use other traits (Sandlin, 2019). Extraversion is related with both people and task oriented leadership styles (Aslam, Ali, Tatlah, & Iqbal, 2012). Though, it is also found Extraversion and depression is predictive of lower scores on the Instructional Support domain (Ripski, LoCasale-Crouch, & Decker, 2011). Pre-service teachers' personality traits of friendliness and teacher-student relationships with extraversion have no associations (De Jong, Mainhard, Tartwijk, Veldman, Verloop, & Wubbels, 2014). But, extraversion has positive and significant effects and association on job performance (Babar, M., & Tahir, M, 2020; Binti Rusbadrol, Mahmud, & Arif, 2015). Extraversion also has different influences on creative teaching (Deng, Zheng, & Chen, 2020).

### **Openness**

Among Big five personality traits openness have significant impact on group performance (Adeyemi, Damilola, & Mu'azu, 2018). Personality traits were able to predict 17% of the academic achievement and openness is the strongest

determinant of prospective teachers' academic achievement (Kirkağaç, & Öz, 2017; Hashmi, & Naz, 2020). The trait openness affects teaching ratings and evaluations of courses (Patrick, 2011). Teacher Effectiveness scores of trained Secondary Govt. aided School Teachers were significantly correlated with their Openness and it has the highest predictive power for Teacher Effectiveness (Halder, & Dutta, 2014). Though, another study found no significant relationship between teacher effectiveness and personality traits of openness (Buela, & Joseph, 2015). Teacher's with openness personality trait are very happy among the big five dimensions of personality (Wicaksani, & Setiawati, 2018). They had higher levels of openness and social conformity (Vorkapić, 2012). They are most liked teachers (Eryilmaz, 2014). Social intelligence correlates positively with Openness (Birknerová, Frankovský, & Zbihlejšová, 2013). However, another study did not get significance correlation between openness and Teachers attitude towards inclusive education (Hemadharsini, Jerald, & Amutha, 2021). Self-efficacy and openness personality trait have significant positive relationship (Pandey, & Kavitha, 2015). Self-concept was significantly positively correlated with Openness (Navidinia, Zangooei, & Ghazanfari, 2015). The variable of openness was individually found to be a significant predictor of teaching experience and confidence (Hopper, 2014). Emotional Intelligence is positively correlated with openness (Atta, Ather, & Bano, 2013). It has also emerged as significant predictors of Emotional Intelligence (Alghamdi, Aslam, & Khan, 2017). Significant correlation was found between Openness Personality trait and effective Influence aspects (Aroufzad, MozaffariI, Hadavi, & Behrangi, 2011). This personality trait is identified as a significant positive predictor of competition with other people, persistence in goal achieving and goal achievement as a source of satisfaction, and the total score for the achievement motive (Mirković, Zečević, & Marinković, 2020). Though, Openness was positively correlated to anxiety (Dal, 2018). Personality trait openness was significant predictors of vocational teachers' professional identity (Kovalčikienė, 2017). Out of the Big Five personality traits, only openness showed a positive relationship to verbal communication (Sitra, & Abdullah, 2017). Personality trait openness has been shown as a statistically significant predictor of fallback career of teacher trainees (Tomšik, & Gatial, 2018). High levels of openness and the flow showed a significant positive correlation with openness (Vorkapić, 2016). Pre-service teachers who had higher scores on the openness personality trait were likely to use more creativity-fostering teaching styles (Lee, 2013). The traits of openness were not significant in predicting knowledge sharing (Zhang, Zhou, Zhang, 2016) and was found to be negatively linked to self-efficacy for student engagement, instructional strategies, and classroom management (Senler, & Sungur-Vural, 2013). Significant correlations were found between diversity beliefs and Openness facets of Artistic Interests, Emotionality, and Liberalism (Unruh, & McCord, 2010).

### **Agreeableness**

Agreeableness is a personality trait of Big-Five factor theory. Persons with high level Agreeableness personality trait are friendly, generous and helpful. They believe, people are basically honest, decent, and trustworthy (Tamban & Banasihan, 2017). Their main objective of life is to establish social harmony. It is found Agreeableness has significantly effect on teaching effectiveness (Othman, 2009). It can produce an intermediary effect on innovative teaching (Deng, Zheng, & Chen, 2020). Teaching performance is also positively and significantly associated with agreeableness (Corcoran, & Flaherty, 2018). But another study revealed a weak relationship between agreeableness and teaching performance (Tamban, & Banasihan, 2017). Same conflict happens with the relationship between job performance and agreeableness (Binti Rusbadrol, Mahmud, & Arif, 2015; Babar & Tahir, 2020; Holmes, Kirwan, Bova, & Belcher, 2015). Teachers' behavior always makes an impression on students' life. Agreeableness has significant positive influence on virtues of character strengths (Jessy Jacob, & Baboo, 2019). It is revealed agreeableness has positive effect on knowledge sharing attitude and behavior of teachers (Agyemang, Dzandu, & Boateng, 2016; Akomolafe, 2016). But another study shows there is no significant correlation between agreeableness and Teachers attitude (Hemadharsini, Jerald, & Amutha, 2021). Agreeableness also can predict teachers' attitudes and practices towards family-school partnerships (Hamilton, 2010). However, agreeableness has an insignificant effect on academic motivation (Raza, Ali, Shah & Nida, 2017). Positive relationship between teacher and students makes the learning process effective. Agreeableness has a significant relationship with interpersonal relationship of teachers (Buela, & Joseph, 2015). It has positively significant relationship with optimism, hope, resilience and self-efficacy (Bozgeyikli, 2017; Sehgal, 2015). Agreeableness is also positively linked to self-efficacy for student engagement, instructional strategies, and classroom management (Senler, & Sungur-Vural, 2013). Experience is an important part of teaching effectiveness of a teacher and it is found experience of teachers has a significant positive relationship with agreeableness (Pandey, & Kavitha, 2015). Though, another study result found self-concept was negatively related with agreeableness (Navidinia, Ghazanfari & Zangooei, 2015). Teacher with a high agreeableness personality trait was most important for teacher personal support, instructional support (Kim, Dar-Nimrod, & MacCann, 2018; Jones, 2014). It is also an important personality trait to grow teacher confidence (Hopper, 2014). So, Teachers in an adequate personality characterized by agreeableness tend to maintain their teaching skills, communication skills, personality authority, social skills, technical competence, and emotional stability (Widodo, 2020).

### **Conscientiousness**

The most important personality trait of liked teacher is conscientiousness (Eryilmaz, 2014) and it was positively associated with teacher effectiveness (Kim, Jörg, & Klassen, 2019). Job satisfaction and Conscientiousness have a significant correlation (Rohani, 2017). Teacher with Consciousness personality trait is highly satisfied with their teaching job (Mondal, 2018). It has positive and significant effects on job performance and also on group performance (Babar, &

Tahir, 2020; Adeyemi, Damilola, & Mu'azu, 2018). Academic achievements of prospective teacher get impacted by the Consciousness (Hashmi, & Naz, 2020). It is the strongest personality predictors of Academic Performance (AP) (Furnham, Nygard, & Chamorro-Premuzic, 2013). The trait conscientiousness affect teaching ratings and evaluations of courses (Patrick, 2011). Though one study found Conscientiousness doesn't have different influences on creative teaching (Deng, Zheng, & Chen, 2020). Optimism, hope, resilience and self-efficacy are the sub-dimensions of the psychological capital scale and they have a significant positive relationship with Conscientiousness (Bozgeyikli, 2017; Pandey, & Kavitha, 2015). It is found Conscientiousness is the most important predictors of teachers' self-efficacy (Djigić, Stojiljković, & Dosković, 2014). Self-concept was significantly positively correlated with Conscientiousness (Navidinia, Zangoeei, & Ghazanfari, 2015). It is the most powerful predictor of all components of the achievement motive (Mirković, Zečević, & Marinković, 2020). It corresponded with lower subjective career success (Smidt, Kammermeyer, Roux, Theisen, & Weber, 2018). Preschool teachers had higher levels of consciousness and social conformity (Vorkapić, 2012). It is found teacher's with consciousness personality is more happy than the other personality traits of big five dimensions of personality (Wicaksani, & Setiawati, 2018). There is no significant influence of the Conscientiousness trait on irrational beliefs among primary school teachers (Sheng, 2017). Emotional Intelligence (EI) is positively correlated with conscientiousness (Atta, Ather, & Bano, 2013), but another study found different result (Alghamdi, Aslam, & Khan, 2017). Social intelligence correlates positively with Conscientiousness (Birknerová, Frankovský, & Zbihlejšová, 2013). However, conscientiousness and teacher attitude towards inclusive education has no significant correlation (Hemadharsini, Jerald, & Amutha, 2021). Conscientiousness personality trait has the strongest positive relationship with transformational leadership style (Amponsah, & Asamani, 2015) which is also related with both people and task oriented leadership styles (Aslam, Ali, Tatlah, & Iqbal, 2012). However knowledge sharing attitude and behavior of teachers is not affected by the consciousness personality trait (Agyemang, Dzandu, & Boateng, 2016; Zhang, Zhou, & Zhang, 2016). It is also significantly associated with higher value-added estimates, higher evaluation ratings, and higher retention rates (Bastian, McCord, Marks, & Carpenter, 2017). Conscientiousness has been shown as a statistically significant predictor of fallback career of teacher trainees (Tomšik, & Gatial, 2018). High levels of consciousness have a significant positive correlation with Experience of flow at work (Vorkapić, 2016). This personality trait is a predictor of close, non-conflictual student teacher relationship (Zee, Koomen, & Van der Veen, 2013).

## EMERGENCE OF THE STUDY

Background of the studies reflects personality traits that are a very significant factor in Teacher Effectiveness. Though theories related to Personality provide several traits that are effective on Teacher Effectiveness which emerge the present study to know the most popular Personality Traits have significant relation on the dimension of Teachers' Effectiveness.

## CRITERIA OF DATA INCLUSION AND EXCLUSION

In this systematic review study data were included and excluded on the basis of certain criteria which are mentioned in the Table 1.

**Table 1** Details of Data inclusion and exclusion criteria

Criteria	Details
Method of search	Online based searching method
Year	2008 to 2021
Search engine	Google Search, dimesions.ai, base-search .net, semanticscholar.org, Scite.ai, Shodhganga search, oatd.org, jstore.org, core.ac.uk, ndl.iitkgp.ac.in, pubmed.ncbi.nlm.nih.gov
Key words	Big five personality traits and teacher effectiveness, Teacher effectiveness and Big five personality traits, Big five personality traits and Self-efficacy, Big five personality traits and Emotional Intelligence, Big five personality traits and Burnout, Big five personality traits and Job performance, Big five personality traits and Job satisfaction, Big five personality traits and Academic achievement, Big five personality traits and Classroom management, Big five personality traits and Leadership style.
Sample type	Studies on teachers of different type of educational institutions

## Data of review

In this study, an online searching method was used to collect required data. Google Search, dimesions.ai, base-search.net, semanticscholar.org, Scite.ai, Shodhganga search, oatd.org, jstore.org, core.ac.uk, ndl.iitkgp.ac.in, pubmed.ncbi.nlm.nih.gov were search engines. Investigator included those papers where the sample is only teachers and published between the years 2008 to 2021.

## SUMMARY OF FINDINGS

### Dimensions of Teacher Effectiveness

Investigator found 80 studies on the effects of big five personality traits to Teacher effectiveness and revealed two main categories of dimensions of teacher effectiveness. These are Personality related dimensions of Teacher Effectiveness and Teaching related dimensions of Teacher Effectiveness. These categories have several dimensions of teacher effectiveness which is listed in Table 2.

**Table 2** Dimensions of teacher effectiveness

Dimension	Sub-dimension
Personality related dimension of Teacher Effectiveness	Self-efficacy, Teachers' attitudes, Self-concept, Emotional stability, Emotional regulation, Emotional Intelligence, Virtues of character strengths, Fear of Missing Out, Mistakes, Achievement motive, Anxiety, Teachers' moods, Social conformity, Social intelligence, Teacher's happiness, Motivational level, Professional adjustment, Professional identity, Irrational beliefs, Risk-taking and ambiguity tolerance, Technology integration skills, Disengagement, exhaustion, burnout, Creative behaviors, Personal support, Diversity beliefs, Job performance, Teaching performance, Academic performance, Teacher performance, Career satisfaction, Job satisfaction, Professional competence, Teaching competence, Academic achievement, Teacher effectiveness
Teaching related dimension of Teacher Effectiveness	Teaching experience, Emotional labor, Instructional strategies, Instructional support, Academic support, Student engagement, Classroom management, Knowledge sharing attitude, Dimension of knowledge of subject matter, Interpersonal relationship, Teacher– student relationships, Leadership style, Creative teaching, Verbal communication, Perceptual similarity, Teaching efficacy, Group performance, Learning achievement and Teaching ratings.

### Research Trend on Personality Related Dimension of Teacher Effectiveness

Papers of Personality related characteristics of teachers revealed 36 sub-dimensions which are influenced by the big five personality traits. It is also found 39 studies had been done only about 6 sub-dimensions. These are Self-efficacy (9%), Emotional Intelligence (8%), Burnout (12%), Job performance (7%), Job satisfaction (9%), and Academic achievement (5%). That means most of the researchers are interested to do work only regarding these 6 sub-dimensions of Personality related characteristics of teachers.

#### *Effects of Big five personality traits on Self-efficacy*

Albert Bandura introduced the concept of Self-efficacy in his social cognitive theory (Bandura, 1977, 1982, 2006). It is one of the dominant factors to behavioral changes of human being. Belief of an individual person is related to the Self-efficacy which is an important mechanism to achieve objectives. Teachers' Self-efficacy is predicted by the Conscientiousness and Openness personality traits (Djigić, Stojiljković, & Dasković, 2014). Except neuroticism, Self-efficacy is positively related to Extraversion, Agreeableness, Conscientiousness and Openness (Pandey, & Kavitha, 2015; Sehgal, 2015; Bozgeyikli, 2017). Professionalism of mathematics teachers are enhanced by teacher Self-efficacy (Judge, & Zapata, 2015). Though another study revealed the effect of the big five personality trait on job satisfaction is being suppressed by the covariance between the big five personality trait and Self-efficacy (Kavitha, 2017).

#### *Effects of Big Five Personality Traits on Emotional Intelligence*

Emotional intelligence is the ability to control emotions of self and others (Fernandez, 2010). It also helps to communicate effectively with others, thinking positively for problem solving and releasing stress. Three Big five personality traits, extraversion, agreeableness, and openness are positively correlated to the Emotional Intelligence (Alghamdi, Aslam, & Khan, 2017; Atta, Ather, & Bano, 2013; Fernandez, 2010) but conscientiousness and neuroticism have negative impact on Emotional Intelligence (Kaur, 2019; Alghamdi, Aslam, & Khan, 2017; Dehghanan, & Rezaei, 2014; Razavi, 2014; Atta, Ather, & Bano, 2013).

#### *Effects of Big Five Personality Traits on Burnout*

Burnout is a physical and mental exhaustion caused by unmanaged stress (Tunde, 2013). It happens when teachers feel that they are burdened with excessive work. Studies regarding burnout show personality and burnout have weak relationship (Senderayi, Tshababa, Mutanana, & Nyathi, 2018; Khalil, Khan Raza, & Mujtaba, 2017). Though it is also revealed that neuroticism, extraversion, and conscientiousness are negatively related with burnout (Kim, Jörg, & Klassen, 2019; Tunde, 2013).

#### *Effects of Big Five Personality Traits on Job Performance*

Job performance is the performance of an individual in a job. This is not a single approach to a specific part of a job; rather it is a multiple role of different parts of a specific job. Studies on the relation between big five personality traits and job performance revealed Openness, conscientiousness, and agreeableness have significantly positive impact on job performance (Babar, & Tahir, 2020; Chandrasekara, 2019, Binti Rusbadrol, Mahmud, & Arif, 2015; Judge, & Zapata, 2015) though it is also found that the job performance is negatively affected by the Neuroticism personality trait (Binti Rusbadrol, Mahmud, & Arif, 2015).

#### *Effects of Big Five Personality Traits on Job Satisfaction*

Job satisfaction is defined as the contentedness of professionals who have job stability, financial security and a comfortable environment for job. Studies of the relation between Big five personality traits on Job satisfaction revealed

Agreeableness, Extraversion, and Conscientiousness is the most influential factor of job satisfaction (Chandrasekara, 2019; Mondal, 2018; Rohani, 2017; Ayan, & Kocacik, 2010), though neuroticism personality trait has negative impact on job satisfaction (Mondal, 2018).

### ***Effects of Big Five Personality Traits on Academic Achievement***

Academic achievement represents the performance of a teacher in which he or she gains his or her educational goal. Studies regarding Academic Achievement reveal personality have significant influence on Academic Achievement (Hashmi, & Naz, 2020; Kirkağaç, & Öz, 2017; Mathad, 2016).

### **Research Trend on Teaching Related Dimension of Teacher Effectiveness**

Investigator found 31 studies regarding the influence of big five factor personality traits on teaching related characteristics. From these studies 19 sub-dimensions are revealed but only 2 sub-dimensions attract most of the researchers. These are Classroom management (10%), and Leadership style (10%).

### ***Effects of Big five personality traits on Classroom management***

Classroom management is a group of techniques and skills applied by teachers to keep students organized and attentive on task in the classroom. Studies regarding the effect of personality on classroom management revealed Agreeableness and Neuroticism are positively related to the management of the classroom (Senler, & Sungur-Vural, 2013).

### ***Effects of Big five personality traits on Leadership style***

Leadership style is the behavior of a leader related to give direction, to implement plans and to motivate people. Studies related to the effect of personality traits on leadership style revealed personality has significant positive relationship with leadership style and conscientiousness having the strongest relationship (Amponsah, & Asamani, 2015)

## **RESEARCH GAP**

This systematic review study has some knowledge gaps which are enlisted below.

- In this study researcher has selected those studies which are published between the years of 2008 to 2021.
- Researcher included only big five personality trait related studies.
- Researcher gave importance on the effects of personality traits only to the teacher of all education levels.
- Researcher have found most of the studies are being done on the 8 sub-dimensions out of 55 sub-dimensions and the highest number of work has been done on the burnout sub-dimension which is only 8% work. This number of work is not sufficient to make a strong conclusion.

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