

A Review of the Impact of Personality, Self-Confidence, and Adjustment on Teaching Aptitude among College Teaching Professionals

A. Antony Lawrence¹, R. Jeyanthi²

¹Research Scholar, School of Education, Vels Institute of Science, Technology and Advanced Studies (VISTAS),
Pallavaram, Chennai-600117, Tamil Nadu, India

²Associate Professor, School of Education, Vels Institute of Science, Technology and Advanced, Studies (VISTAS),
Pallavaram, Chennai-600117, Tamil Nadu, India

ABSTRACT

Teaching aptitude plays a crucial role in shaping college teaching professionals' effectiveness. This review explored the interplay between personality traits, self-confidence, and adjustment capabilities in influencing teaching aptitude. Personality, as a complex set of characteristics, affects how educators interact with students, handle classroom dynamics, and engage in teaching methodology. Self-confidence, on the other hand, drives students' ability to communicate concepts clearly, manage stress, and maintain authority, fostering a positive learning environment. Adjustment, which refers to the ability to cope with academic and social challenges, ensures adaptability in various educational contexts, including the handling of diverse student groups and evolving pedagogical demands. Through an analysis of empirical studies, this review highlights the significant correlations between these psychological factors and teaching aptitude, emphasizing their collective impacts on instructional efficacy, student engagement, and overall educational outcomes. These findings suggest that enhancing self-awareness and psychological resilience among educators can contribute to improved teaching quality and professional development.

Keywords: Teaching aptitude, Personality traits, Self-confidence, Adjustment, College teaching professionals, Educational outcomes, Classroom dynamics

INTRODUCTION

Importance of teaching aptitude

Personality traits such as those described in the Big Five model can significantly impact teaching effectiveness. For example, traits such as openness to experience and conscientiousness may correlate positively with innovative teaching methods and thorough lesson preparations. Extroversion might contribute to engaging in classroom interactions, while agreeableness could foster a supportive learning environment (Zastempowski, 2024).

Adjustment to the academic environment is critical. Well-adjusted teachers are more likely to perform effectively and to experience job satisfaction. This adjustment involves adapting to institutional culture, managing workloads, and balancing various professional responsibilities. Strategies for improving adjustment may include mentoring programs, professional development opportunities, and fostering a supportive college atmosphere (Kuchinka et al., 2022).

The interplay between personality, self-confidence, and adjustment can have a compound effect on teaching aptitude. For instance, a teacher with a personality well-suited to education, high self-confidence, and good adjustment to the academic environment is likely to demonstrate superior teaching aptitude and effectiveness (Bijender et al., 2023).

To enhance teaching aptitude, institutions should focus on the following:

1. Promoting self-awareness among teaching professionals
2. Providing targeted professional development opportunities
3. Offering support for continuous improvement
4. Creating a positive work environment that fosters adjustment

Understanding these factors can inform hiring practices and guide the development of tailored professional development programs in education institutions. By addressing personality traits, building self-confidence, and facilitating adjustment, colleges can cultivate a more effective and satisfactory teaching workforce, ultimately benefiting from student learning and institutional success.

Personality and teaching aptitude

The abstract provides a comprehensive overview of the relationships between personality traits, self-confidence, adjustment capabilities, and teaching aptitude among college teaching professionals. This emphasises the importance of these psychological factors in shaping effective teaching practices and overall educational outcomes.

1. Personality traits influence how educators interact with students, handle classroom dynamics, and engage with teaching methodologies. Personality traits exert a significant influence on educators' pedagogical approaches and interactions with students. Extroverted instructors may be predisposed to employ dynamic and interactive teaching methodologies to facilitate classroom discussions and collaborative activities. Conversely, introverted educators might demonstrate proficiency in providing individualised guidance and cultivating thoughtful and reflective learning environments. Instructors exhibiting high levels of conscientiousness tended to display exemplary organizational skills, punctuality, and thoroughness in lesson planning and assessment, potentially yielding positive outcomes in student performance and classroom structure. The impact of personality traits extends beyond instructional styles to encompass classroom management and student relationships(Hattori et al., 2023)(Abouzeid et al., 2021). Educators possessing high emotional intelligence may exhibit enhanced aptitude for recognising and addressing students' emotional needs, fostering a supportive learning atmosphere. Those characterised by strong openness to experience might demonstrate a greater inclination to explore innovative teaching techniques and incorporate diverse perspectives into their curricula. Furthermore, instructors' levels of agreeableness can influence their approach to conflict resolution, provision of feedback, and maintenance of the classroom discipline. A comprehensive understanding of these personality-driven influences can enable educators to capitalize on their strengths and address potential areas for improvement, ultimately creating more effective and inclusive learning environments(Jenq et al., 2024)(Akintayo et al., 2024).

2. Self-confidence affects an educator's ability to communicate concepts clearly, manage stress, and maintain authority in the classroom and plays a pivotal role in an educator's effectiveness, influencing various aspects of their pedagogical practice. A confident instructor is more likely to communicate complex concepts with clarity and conviction, thereby facilitating enhanced comprehension among students. This self-assurance enables educators to dynamically adapt their instructional methods, respond to student enquiries with composure, and present information in a manner that engages and inspires learners. Furthermore, self-confidence significantly affects an educator's capacity to manage stress and maintain classroom authority. Instructors who exude confidence are better equipped to address challenging situations such as disruptive behaviour or unexpected curricular changes. They can establish clear boundaries and expectations and foster a respectful and productive learning environment. This sense of control not only mitigates the instructor's stress levels but also creates a more stable and secure atmosphere for students, ultimately enhancing the overall quality of education("International Students' Motivation and Self-Confidence in Learning Indonesian," 2023)(Nalbur, 2021).

3. Adjustment capabilities ensure adaptability to various educational contexts, including handling diverse student groups and evolving pedagogical demands. Adjustment capabilities play a crucial role in educational settings by facilitating adaptability in diverse contexts. These capabilities enable educators and institutions to:

1. Accommodate diverse student populations:

- Customize instruction to accommodate various learning styles
- Address differing academic backgrounds and proficiency levels
- Provide support for students with special needs or language barriers

2. Respond to evolving pedagogical approaches

- Incorporate innovative teaching methodologies
- Integrate emerging educational technologies
- Align curricula with changing industry requirements

3. Adaptation to shifting educational environments

- Transition seamlessly between in-person, hybrid, and online learning modalities
- Adjust instructional strategies for varying class sizes and formats
- Modify teaching approaches for diverse subject areas

4. Manage-Changing Resource Availability

- Optimize utilization of available materials and technologies
- Reallocate resources in accordance with shifting priorities
- Develop alternative strategies when faced with constraints

5. Address for societal and global changes

- Incorporate pertinent current events into curricula
- Prepare students for evolving workforce demands
- Promote cultural competence and global awareness

By cultivating these adjustment capabilities, educational institutions can ensure their continued relevance and effectiveness in meeting the diverse needs of students and society (Akintayo et al., 2024) (Ahmad, 2024) (Arquero et al., 2024).

4. This review highlights significant correlations between these psychological factors and teaching aptitude. This review examines the complex relationships between various psychological factors and teaching aptitude, revealing an intricate interplay of cognitive, emotional, and behavioural elements that contribute to effective teaching. The findings indicated that traits such as emotional intelligence, self-efficacy, and resilience were strongly correlated with higher levels of teaching aptitude. Educators possessing these qualities tend to exhibit greater adaptability in the classroom, enhanced communication skills, and a more nuanced understanding of students' needs. Moreover, the study underscores the significance of personality traits such as openness to experience and conscientiousness in predicting teaching success. Teachers who demonstrate these characteristics are more inclined to implement innovative instructional practices, maintain organised learning environments, and cultivate positive relationships with students. Additionally, the review addresses the role of motivation and passion for teaching, suggesting that intrinsically motivated educators frequently display superior teaching aptitudes and achieve improved student outcomes. These insights offer valuable guidance for teacher training programs and professional development initiatives, highlighting key areas of focus in cultivating effective educators (Bijender et al., 2023) (Ramesh & Anbuchelvan, 2022).

5. Enhancing self-awareness and psychological resilience among educators can significantly impact their teaching quality and professional development. Self-awareness enables teachers to identify their strengths, weaknesses, and emotional responses, facilitating informed decision-making and the effective adaptation of teaching strategies. This heightened self-understanding can result in improved classroom management, enhanced student relationships, and more individualised instruction. Moreover, self-aware educators are more inclined to seek feedback and engage in reflective practices, thereby promoting continuous improvement in their pedagogical approaches. Conversely, psychological resilience equips educators with the mental fortitude necessary to navigate challenges inherent in the teaching profession. Resilient teachers are better prepared to manage stress, adapt to evolving educational landscapes, and maintain positive perspectives in the face of adversity. This resilience not only benefits educators themselves but also fosters a more stable and supportive learning environment for students. Furthermore, psychologically resilient teachers serve as exemplars for their students by demonstrating effective coping strategies and perseverance. By cultivating both self-awareness and psychological resilience, educators can enhance their professional competencies, leading to improved teaching outcomes and increased career satisfaction (Akram & Qureshi, 2021) (Zekiah A et al., 2024).

The introduction expands these concepts and provides more detailed information.

1. Importance of teaching aptitude

Personality traits from the Big Five models can impact teaching effectiveness.

Openness to experience and conscientiousness may correlate with innovative teaching methods and thorough lesson preparation.

- Extroversion might contribute to engaging in classroom interactions.
- Agreeableness can foster a supportive learning environment.

2. Adjustment to the academic environment

- Well-adjusted teachers are more likely to perform effectively and experience job satisfaction.

Adjustment involves adapting to institutional culture, managing workload, and balancing professional responsibilities.

Strategies for improving adjustment include mentoring programs, professional development opportunities, and fostering a supportive collegial atmosphere.

3. Interplay between factors

The combination of personality, self-confidence, and adjustment can have compound effects on teaching aptitude.

- Teachers with suitable personalities, high self-confidence, and good adjustment are likely to demonstrate superior teaching aptitudes and effectiveness.

4. Enhancing teaching aptitude

Institutions can focus on promoting self-awareness, providing targeted professional development opportunities, offering support for continuous improvement, and creating positive work environments.

5. Practical applications

Understanding these factors can inform hiring practices and guide the development of tailored professional development programs in education institutions.

Addressing personality traits, building self-confidence, and facilitating adjustment can lead to a more effective and satisfactory teaching workforce, benefiting student learning and institutional success.

The introduction also outlines several key areas for further exploration, including the specific relationships between personality traits and teaching effectiveness, impact of self-confidence on classroom management, and strategies for improving adjustment among college teaching professionals. These areas provide a framework for a more in-depth analysis of the topics.

Overview of personality traits (e.g., Big Five model)

The Big Five model, also known as the Five-Factor Model (FFM), is a widely recognised framework for describing personality traits(Khan, 2021). It comprises the following five broad dimensions:

1. Openness to Experience: This dimension encompasses curiosity, creativity, and receptiveness to novel experiences.
2. Conscientiousness: This trait is characterised by organisation, dependability, and self-discipline.
3. Extraversion: This dimension represents sociability, assertiveness, and energy levels.
4. Agreeableness: This trait encompasses qualities such as empathy, cooperation and kindness.
5. Neuroticism (or Emotional Stability): This dimension pertains to anxiety, emotional variability and reactivity.

These traits are considered relatively stable throughout an individual's lifespan and can exert influence on various aspects of behavior, including occupational performance and interpersonal dynamics.(Ahmed & Ahmed, 2024) In the context of pedagogy, each trait can significantly impact teaching methodology and efficacy:

Openness may correlate with innovative instructional approaches and adaptability to emerging educational paradigms.

- Conscientiousness often corresponds to meticulous preparation, reliability, and maintenance of high academic standards.
- Extraversion can influence classroom engagement and pedagogical style.

Agreeableness may contribute to the creation of a supportive learning environment and the development of effective student-teacher relationships.

Emotional Stability can affect stress management and the consistency of instructional performance.

A comprehensive understanding of these traits can inform the development of tailored professional development programmes and enhance teaching effectiveness. However, it is crucial to note

- Correlation between specific personality traits and teaching effectiveness.

This review explored the relationship between personality traits, self-confidence, adjustment capabilities, and teaching aptitude among college teaching professionals. Key findings include:

1. Personality traits influence teaching methods, classroom dynamics, and student interaction. For example:

- Extroverted instructors may use more interactive teaching styles
- Conscientious educators often demonstrate strong organizational skills and thorough lesson planning
- Emotionally intelligent teachers may better recognize and address students' needs

2. Self-confidence impacts an educator's ability to:

- Communicate concepts clearly
- Manage stress effectively
- Maintain classroom authority
- Adapt teaching methods dynamically
- Handle challenging situations

3. Adjustment capabilities enable educators to:

- Accommodate diverse student populations
- Incorporate innovative teaching methodologies
- Transition between different learning modalities
- Optimize resource utilization
- Address societal and global changes in curricula

4. Significant correlations were found between psychological factors and teaching aptitude.

- Emotional intelligence, self-efficacy, and resilience are linked to higher teaching aptitude
- Openness to experience and conscientiousness predict teaching success
- Intrinsic motivation often leads to improved student outcomes

5. Enhancing self-awareness and psychological resilience can improve the quality of teaching.

- Facilitating informed decision-making in teaching strategies
- Improving classroom management and student relationships
- Promoting continuous improvement through reflective practices
- Equipping educators to manage stress and adapt to challenges(Postigo et al., 2021)

To improve teaching aptitude, institutions should focus on the following:

- Promoting self-awareness among teaching professionals
- Providing targeted professional development opportunities
- Offering support for continuous improvement
- Creating a positive work environment that fosters adjustment

Understanding these factors can inform hiring practices and guide the development of tailored professional development programs in higher education institutions.

- How personality influences teaching style and student engagement

Personality significantly influences teaching style and student engagement through various mechanisms.

1. Instructional approach:

- Extroverted teachers tend to use more interactive, discussion-based methods
- Introverted teachers may prefer structured lectures and individual assignments
- Open-minded teachers are more likely to experiment with innovative techniques

2. Classroom management:

- Conscientious teachers typically maintain organized, structured environments
- Agreeable teachers often foster supportive, collaborative atmospheres
- Teachers high in emotional stability tend to remain calm and consistent

3. Student interactions:

- Extroverted teachers engage in more frequent and energetic interactions
- Agreeable teachers build warm, empathetic relationships with students
- Open teachers encourage diverse viewpoints and creative expression

4. Feedback and assessment

- Conscientious teachers provide detailed, timely feedback
- Agreeable teachers offer constructive criticism in a supportive manner
- Neurotic teachers may be more critical or inconsistent in evaluations

5. Adaptability:

- Open teachers readily adjust methods to meet diverse student needs
- Conscientious teachers systematically refine their approaches
- Emotionally stable teachers flexibly handle unexpected challenges

6. Enthusiasm and Motivation

- Extroverted teachers often display high energy and passion
- Open teachers convey curiosity and love of learning
- Conscientious teachers model dedication and work ethic

7. Technology integration:

- Open teachers are more likely to adopt new educational technologies
- Conscientious teachers thoroughly learn and implement tech tools
- Neurotic teachers may be more hesitant about technology changes

8. Cultural responsiveness

- Open teachers embrace diverse perspectives and experiences
- Agreeable teachers create inclusive, respectful environments
- Emotionally stable teachers navigate cultural differences calmly (Thomas et al., 2022)

By understanding these influences, educators can leverage their personality strengths and mitigate potential weaknesses to enhance their teaching effectiveness and student engagement. Professional development focused on self-awareness and targeted skill building can help teachers optimise their natural tendencies for maximum impact.

Self-confidence and teaching aptitude

- Definition of self-confidence in the context of teaching

Self-confidence in the context of teaching refers to an educator's belief in their ability to effectively perform their role and achieve the desired outcomes in the classroom (Zhou, 2023). It encompasses:

1. Mastery of subject matter: Confidence in one's knowledge and expertise in the subject being taught.
2. Pedagogical skills: Assurance of one's ability to deliver lessons, manage the classroom, and engage students effectively.
3. Adaptability: Trust one's capacity to handle unexpected situations and adjust teaching methods as needed.
4. Communication: Certainty in one's ability to convey information and ideas to students.
5. Student interaction: Comfort building rapport with students and addressing their diverse needs.
6. Problem-solving: Faith in one's capability to overcome challenges in the teaching process.
7. Decision-making: Conviction to make sound judgments related to curriculum, assessment, and classroom management.
8. Professional growth: Belief in one's ability to continuously improve and develop as an educator.

Self-confident teachers are more likely to create positive learning environments, take calculated risks in their teaching approaches, and inspire student confidence. This attribute significantly contributes to teacher effectiveness and student achievement.

- Impact of self-confidence on classroom management and delivery

The impact of self-confidence on classroom management and delivery is crucial for effective teaching. Teachers with high levels of self-confidence tend to exhibit better control over their classrooms, leading to improved student engagement and

learning outcomes. Confident educators are more likely to implement diverse teaching strategies, handle challenging situations with composure, and create a positive learning environment that encourages student participation and academic growth(Purwanti& Vania, 2021).

Self-confident teachers often demonstrate stronger communication skills that are essential for clear instruction delivery and establishing rapport with students. They are better equipped to adapt their teaching methods to meet individual student needs, and are more willing to experiment with innovative pedagogical approaches. Additionally, teachers with high self-confidence are more likely to have high expectations for their students and themselves, fostering a culture of academic excellence and continuous improvement within the classroom. This positive influence can extend beyond immediate academic performance, potentially impacting students' self-esteem and motivation to learn(Pourgharib&Shakki, 2024)

- Relationship between self-confidence and perceived teaching competence

The relationship between self-confidence and perceived teaching competence is complex and interconnected. Several key points can be drawn regarding this relationship.

1. Positive correlation: Research indicates a positive correlation between self-confidence and perceived teaching competence. Teachers who exhibited higher levels of self-confidence tended to perceive themselves as more competent in their teaching abilities.
2. Self-efficacy: Self-confidence is closely related to self-efficacy, which refers to an individual's belief in their ability to succeed in specific situations. In the context of teaching, higher self-efficacy is associated with greater perceived teaching competence.
3. Impact on Performance: Teachers with higher self-confidence are more likely to take risks, implement innovative teaching strategies, and persist in the face of challenges. This can lead to improved teaching performance, which reinforces their perceived competence.
4. Student outcomes: Teachers with higher self-confidence and perceived competence tended to have a positive impact on student outcomes, including academic achievement and motivation.
5. Professional development: Engaging in professional development activities can enhance self-confidence and perceived teaching competence. As teachers acquire new skills and knowledge, they may feel more confident about their abilities and perceive themselves as more competent.
6. Feedback and experience: Positive feedback from students, colleagues, and supervisors can boost teachers' self-confidence and perceived competence. Additionally, accumulated teaching experience often contributes to increased confidence and perceived competence.
7. Reciprocal relationship: The relationship between self-confidence and perceived teaching competence is likely reciprocal. As teachers perceive themselves as more competent, their self-confidence may increase and vice versa.
8. Contextual factors: The relationship between self-confidence and perceived teaching competence may be influenced by various contextual factors such as school environment, subject area, and student characteristics.
9. Potential drawbacks: It is important to note that extremely high levels of self-confidence may sometimes lead to an overestimation of one's teaching competence, potentially resulting in complacency or resistance to improvement.
10. Implications for teacher education: Understanding this relationship can inform teacher education programs and professional development initiatives, emphasising the importance of building self-confidence and teaching competence in educators.

Adjustment and Teaching Aptitudes

Definition of adjustment in the academic environment

Adjustment in the academic environment refers to the process by which educators adapt to and effectively navigate various aspects of their professions. This includes:

1. Institutional culture: Aligning with the values, norms, and expectations of educational institutions.
2. Workload management: Balancing teaching responsibilities, research, administrative tasks, and personal life.
3. Pedagogical adaptability: Modifying teaching methods to suit diverse student needs and evolving educational trends.
4. Interpersonal dynamics: Developing positive relationships with colleagues, administrators, and students.
5. Technological integration: Adapting to new educational technologies and digital platforms.
6. Professional development: Continuously updating skills and knowledge to meet changing academic demands.
7. Stress management: Developing coping mechanisms for work-related pressures and challenges.
8. Flexibility: Adapting to changes in the curriculum, policies, and institutional priorities.
9. Cultural competence: Navigating diverse student populations and promoting inclusive learning environments.
10. Work-life balance: Maintaining personal well-being while meeting professional obligations(Nurfidah & Fandir, 2024) .

Factors does adjustment affects teaching performance and job satisfaction

1. Enhanced effectiveness: Well-adjusted educators are better equipped to implement diverse teaching strategies and respond to students' needs.
2. Improved classroom management: Adjustment facilitates better handling of challenging situations and maintains a positive learning environment.
3. Increased innovation: Educators who adjust well are more likely to experiment with new teaching methods and technologies.
4. Better stress management: Effective adjustment leads to reduced burnout and improved mental health.
5. Stronger collegial relationships: Well-adjusted faculty members often collaborate more effectively with their peers.
6. Higher job satisfaction: Successful adjustment typically results in greater contentment with one's professional roles.
7. Increased retention: Educators who adjust well are more likely to remain in their long-term positions.
8. Enhanced student outcomes: Well-adjusted teachers often facilitate better academic performance and engagement among students.
9. Professional growth: Adjustment often leads to continuous improvement and career advancement opportunities.
10. Institutional contribution: Well-adjusted educators are more likely to positively contribute to the overall academic community(Zorach &Lipka, 2022) .

Strategies for improving adjustment

1. Mentoring programs: Pairing new faculty with experienced colleagues for guidance and support.
2. Orientation sessions: Comprehensive induction programs to familiarise new educators with institutional norms and expectations.
3. Professional development workshops: Regular training sessions focusing on pedagogical skills, technology integration, and stress management.
4. Peer support groups: Establishing forums for educators to share experiences and coping strategies.

5. Clear communication channels: Ensuring open lines of communication between faculty members and the administration.
 6. Flexible work arrangements: Offering options for work schedules that promote work-life balance.
 7. Recognition programs: Acknowledging and rewarding successful adjustment and innovation in teaching.
 8. Cultural competence training: Providing resources to help educators navigate diverse student populations.
 9. Technology support: Offers ongoing assistance for integrating new educational technologies.
 10. Wellness initiatives: Implementing programs that promote physical and mental well-being among faculty members.
 11. Regular feedback mechanisms: Establishing systems for constructive feedback on teaching performance and adjustment progress.
 12. Collaborative projects: Encouraging interdepartmental collaborations to foster a sense of community.
 13. Time management workshops: Offering training on effective time allocation and prioritisation.
 14. Stress reduction techniques: Teaching mindfulness, meditation, and other stress relief methods.
 15. Individualised adjustment plans: Working with educators to develop personalised strategies for successful adaptation to the academic environment.
5. Interrelationships between factors

When examining the interrelationships between the factors, we consider the following approaches:

1. Correlation analysis: The strength and direction of relationships between variables were measured using statistical techniques such as Pearson's correlation coefficient or Spearman's rank correlation.
2. Regression analysis: Investigate how changes in one factor affect others using linear or multiple regression models.
3. Factor analysis: Identify underlying patterns or latent variables that explain the relationships between multiple observed variables.
4. Structural equation modelling (SEM): This analyzes complex relationships between multiple variables simultaneously, including both direct and indirect effects.
5. Network analysis: Visualise and quantify the connections between factors using graph theory and network metrics.
6. Mediation and moderation analysis: Examine how variables influence each other indirectly, or how the relationship between variables changes under different conditions.
7. Path analysis: Maps out causal relationships between variables using directed graphs.
8. Time series analysis: Study how factors interact and influence each other over time.
9. Qualitative methods: Conducted interviews, focus groups, or case studies to explore complex interrelationships that may not be captured by quantitative methods alone.
10. Mixed methods: Combining quantitative and qualitative approaches to gain a more comprehensive understanding of factor interrelationships (Molwus et al., 2016).

When analysing interrelationships, we considered potential confounding variables, indirect effects, and nonlinear relationships. Interpreted results cautiously acknowledge that correlation does not imply causation.

- How personality, self-confidence, and adjustment interact

The interrelationships between personality, self-confidence, and adjustment in teaching aptitude are complex and multifaceted.

1. Personality and self-confidence

- Extroverted educators may demonstrate increased self-assurance in interactive classroom environments.
 - Conscientious instructors often exhibit confidence in their preparatory and organizational skills.
- Emotionally stable teachers tend to maintain consistent levels of self-confidence.

2. Personality and adjustment

- Open-minded educators may adapt more readily to novel teaching environments.
- Agreeable instructors often acclimate well to collegial relationships.
 - Neurotic teachers may encounter challenges in adapting to stressful situations.

3. Self-confidence and adjustment

- Enhanced self-confidence can facilitate smoother adaptation to new teaching contexts.
- Successful adjustment experiences can augment self-confidence.
- Diminished self-confidence may impede adaptation to challenging teaching situations.

4. Compound effects:

- An educator possessing high openness, robust self-confidence, and proficient adjustment skills may excel in implementing innovative pedagogical methods.
- Low emotional stability combined with inadequate self-confidence could result in difficulties in managing classrooms and adapting to new environments.

5. Reciprocal influences:

- Improved adjustment can enhance self-confidence, potentially positively affecting certain personality traits such as extraversion.
- Strong self-confidence may facilitate the expression of beneficial personality traits and improve adjustment.

6. Contextual factors:

- Institutional support can influence interactions between personality traits, self-confidence, and adjustment.
- Subject area and student demographics may affect the relative significance of each factor.

7. Professional Development

- Training programs can target specific personality traits to enhance self-confidence and adjustment.
- Mentoring could focus on leveraging personality strengths to improve confidence and adaptability.

8. Long-term effects:

- Over time, the interplay among these factors may lead to modifications in teaching styles and effectiveness (King, 2021)
- Positive interactions among personality, self-confidence, and adjustment may contribute to overall professional growth and satisfaction.
- Combined effects on teaching aptitude and effectiveness

The combined effects of teaching aptitude and effectiveness involved multiple interrelated factors.

1. Knowledge and expertise: Deep subject knowledge combined with pedagogical skills enhance teaching effectiveness.
2. Communication skills: Clear articulation of concepts and active listening improve students' engagement and understanding.
3. Adaptability: Flexibility in teaching methods to accommodate diverse learning styles and needs increases overall effectiveness.
4. Classroom management: Effective organisation and behaviour management creates an optimal learning environment.
5. Technology integration: The appropriate use of educational technology can enhance both teaching aptitude and effectiveness.

6. Emotional intelligence: Understanding and managing emotions (both the teacher's and students') contribute to a positive learning atmosphere.
7. Continuous professional development: Ongoing learning and improvements in teaching methods and subject knowledge bolsters aptitude and effectiveness.
8. Student motivation: The ability to inspire and motivate students to enhance learning outcomes and teaching effectiveness.
9. Assessment and feedback: Skilful use of various assessment methods and constructive feedback improve student performance and teaching efficacy.
10. Reflective practice: Regular self-evaluation and adjustment of teaching strategies based on outcomes will contribute to continuous improvement.

These factors interact synergistically, with improvements in one area often positively impacting others, leading to an overall enhancement in teaching aptitude and effectiveness.

- Potential mediating or moderating effects

When examining the relationships between variables, it is important to consider the potential mediating or moderating effects.

Mediating Effects:

- Occur when a third variable explains the relationship between two other variables
- The independent variable influences the mediator, which in turn influences the dependent variable
- Can help reveal the underlying mechanism of a relationship

Moderating effects:

- Occur when the relationship between two variables depends on a third variable
- The moderator variable affects the strength or direction of the relationship
- Can identify conditions under which a relationship is stronger or weaker

Steps to investigate:

1. Develop theoretical justification for potential mediators or moderators
2. Collect appropriate data on all relevant variables
3. Use statistical techniques like regression analysis or structural equation modeling
4. Test for significant indirect effects (mediation) or interaction effects (moderation)

Interpret results in light of theory and prior research

These effects can provide a more nuanced understanding of complex relationships and improve the explanatory power of the research models.

- Incorporate various instructional techniques (e.g., lectures, group work, project-based learning)
- Adapt teaching styles to accommodate different learning preferences
- Utilize technology and multimedia resources effectively

Enhancing subject knowledge

- Continuously update and expand your understanding of the subject matter
- Engage in research or collaborative projects in your field
- Participate in subject-specific professional organizations

Develop strong communication skills

- Practice clear and concise explanations
- Improve active listening skills
- Enhance nonverbal communication techniques

Foster a positive learning environment

- Create an inclusive and supportive classroom atmosphere
- Encourage student participation and engagement
- Develop strategies for effective classroom management

Cultivating empathy and emotional intelligence:

- Understand and address diverse student needs
- Develop rapport with students
- Practice patience and adaptability

Embrace technology:

- Learn to use educational software and online platforms
- Integrate digital tools to enhance learning experiences
- Stay informed about emerging educational technologies

Collaborate with colleagues

- Participate in team teaching or mentoring programs
- Share best practices and resources with other educators
- Engage in peer observations and feedback sessions

Develop assessment and feedback skills

- Design effective assessment tools
- Provide constructive and timely feedback
- Use assessment data to inform and improve teaching practices

By focusing on these strategies, educators can improve their teaching aptitude and effectiveness in the classroom.

- Importance of self-awareness and continuous improvement

Self-awareness and continuous improvement are crucial to personal and professional growth. Self-awareness involves understanding one's thoughts, emotions, strengths, and weaknesses. This allows individuals to recognise their behavioural patterns and how they impact others. This insight enables better decision making, improved relationships, and enhanced emotional intelligence(Antonopoulou, 2024)(Arisandy & Ifita, 2023) .

Continuous improvement, on the other hand, is the ongoing effort to enhance one's skills, knowledge, and performance. This involves setting goals, seeking feedback, and adapting to changes. By embracing a mindset of continuous improvement, individuals can:

1. Stay relevant in a rapidly changing world
2. Increase their value in the workplace
3. Overcome challenges more effectively
4. Achieve personal and professional goals
5. Develop resilience and adaptability

A combination of self-awareness and continuous improvement creates a powerful foundation for success. Self-aware individuals can identify areas for growth, whereas a commitment to continuous improvement ensures that they take action to address these areas. This synergy leads to:

1. Better leadership skills
2. Enhanced problem-solving abilities
3. Improved communication and interpersonal relationships
4. Increased job satisfaction and career advancement opportunities
5. Greater overall life satisfaction

Cultivating self-awareness and continuous improvement

1. Practice regular self-reflection
2. Seek feedback from others

3. Set specific, measurable goals
4. Embrace lifelong learning
5. Be open to new experiences and perspectives
6. Develop a growth mindset
7. Regularly assess progress and adjust strategies as needed

By prioritising self-awareness and continuous improvement, individuals can unlock their full potential and achieve long-term success in both the personal and professional spheres.

- Institutional support for developing these attributes in teaching professionals
Institutions can provide various forms of support to develop teaching professionals' essential attributes.

1. Professional development programs

- Offer regular workshops, seminars, and training sessions
- Focus on enhancing pedagogical skills, subject knowledge, and technological competence
- Provide opportunities for peer learning and collaboration

2. Mentoring programs:

- Pair experienced educators with novice teachers
- Facilitate knowledge transfer and guidance on best practices
- Encourage ongoing feedback and support

3. Resources and technology

- Invest in up-to-date teaching materials and equipment
- Provide access to digital learning platforms and tools
- Offer technical support and training for integrating technology into teaching

4. Research opportunities:

- Encourage action research projects to improve teaching practices
- Support attendance at conferences and academic events
- Provide funding for research initiatives related to education

5. Collaborative Learning Environments

- Create spaces for teachers to share experiences and ideas
- Facilitate interdisciplinary collaborations
- Encourage team-teaching and co-teaching opportunities

6. Performance evaluation and feedback

- Implement fair and comprehensive evaluation systems
- Provide constructive feedback for continuous improvement
- Recognize and reward excellence in teaching

7. Work-life balance support

- Offer flexible scheduling options
- Provide resources for stress management and well-being
- Ensure reasonable workloads and teaching assignments

8. Career advancement opportunities

- Create clear pathways for professional growth
- Offer leadership roles and responsibilities
- Support further education and advanced degree pursuits

9. Inclusive and diverse environments.

- Promote cultural competence and sensitivity training
- Ensure equal opportunities for all teaching professionals
- Foster an inclusive workplace culture

10. Continuous learning culture

- Encourage lifelong learning among teaching staff
- Support participation in online courses and webinars
- Facilitate knowledge-sharing sessions within the institution

By implementing these support measures, institutions can help teaching professionals to develop and enhance the attributes necessary for effective and impactful education.

6. Research gaps and future research directions.

Based on current literature, several research gaps and potential future directions have been identified.

1. Long-term effects: Longitudinal studies are required to assess the long-term impacts of interventions on academic performance and social-emotional development.
2. Diverse populations: Future research should focus on diverse student populations, including those from various socioeconomic backgrounds, cultural contexts, and different age groups.
3. Integration of Technology: Studies exploring the effective integration of technology in educational interventions, particularly in remote or hybrid learning environments, are warranted.
4. Personalised learning: Further investigation into personalised learning approaches that cater to individual students' needs and learning styles is necessary.
5. Teacher training: Research on effective teacher training programs to implement evidence-based interventions in classroom settings is required.
6. Scalability: Studies examining the scalability of successful interventions from small-scale trials to larger and more diverse educational settings are required.
7. Interdisciplinary approaches: Future research could benefit from interdisciplinary collaborations that combine insights from education, psychology, neuroscience, and technology.
8. Assessment methods: The development and validation of more comprehensive assessment tools to measure both academic and non-cognitive outcomes are needed.
9. Policy implications: Studies exploring the policy implications of the research findings and how to effectively translate evidence into practice are essential.
10. Cost-effectiveness: Research on the cost-effectiveness of various interventions is necessary to inform resource allocation decisions in education (Kovilage et al., 2022).

Addressing these gaps and pursuing these directions will contribute to advancing the field of educational research and practice.

- Current limitations in understanding these relationships

Several key limitations exist in the current understanding of these relationships.

1. Data scarcity: Many studies rely on limited sample sizes or short-term observations, making it challenging to draw robust conclusions regarding long-term trends and patterns.
2. Complexity of interactions: These relationships often involve multiple variables and intricate feedback loops, making it difficult to isolate individual factors and their specific effects.
3. Contextual variations: The nature and strength of these relationships may vary significantly across different geographical regions, cultures, and socioeconomic contexts, limiting the generalisability of the findings.
4. Methodological constraints: Current research methods may not fully capture the nuanced dynamics of these relationships, potentially overlooking important subtleties and indirect effects.

5. Rapidly changing environments: Fast-paced changes in technology, society, and the environment can outpace research efforts, making it challenging to maintain up-to-date understanding.
6. Interdisciplinary gaps: The relationships often span multiple disciplines, and a lack of integration between different fields of study can hinder a comprehensive understanding.
7. Measurement challenges: Some aspects of these relationships may be difficult to quantify or measure accurately, leading to potential bias or incomplete data.
8. Limited longitudinal studies: Long-term studies that track these relationships over extended periods are scarce, which could provide valuable insights into their evolution and stability.
9. Ethical constraints: Certain aspects of these relationships may be challenging to study because of ethical considerations, limiting the scope of research that can be conducted.
10. Funding limitations: Insufficient resources for comprehensive research programs can restrict the depth and breadth of studies that explore these relationships (Gleeson, 2018).

Addressing these limitations is crucial for advancing our understanding of these complex relationships and their implications.

- Potential areas for further investigation

Based on current research findings, several potential areas warrant further investigation.

1. Long-term effects: Conduct longitudinal studies to examine the long-term impacts of the observed phenomena on individuals and communities.
2. Cross-cultural comparisons: Explore how the findings vary across different cultural contexts and populations to enhance generalisability.
3. Underlying mechanisms: Investigate the specific biological, psychological, and social mechanisms that contribute to observed outcomes.
4. Intervention strategies: Develop and evaluate targeted interventions to address identified issues and improve outcomes.
5. Technological advancements: Explore how emerging technologies can be leveraged to enhance data collection, analysis, and intervention.
6. Policy implications: Examine the potential policy implications of the research findings and their impact on the relevant stakeholders.
7. Interdisciplinary approaches: Integrate insights from related fields to gain a more comprehensive understanding of the research topic.
8. Methodological improvements: Refine existing research methodologies or develop new approaches to address the current limitations and enhance the validity of the findings.
9. Subgroup analysis: Investigate potential differences in outcomes among various subgroups within the study population.
10. Environmental factors: Assess the role of environmental factors in influencing the observed phenomena and their potential interactions with other variables (Gordon et al., 2019).

- Methodological considerations for future studies

Several key methodological considerations should be considered when designing future studies.

1. Sample size and power analysis: Ensure adequate sample sizes to detect meaningful effects and reduce the risk of Type II error. Conduct power analyses to determine appropriate sample sizes based on the expected effect sizes.

2. Randomisation: Implementing proper randomisation techniques to minimise selection bias and ensure equal distribution of confounding variables across study groups.
3. Blinding: Double-blind or triple-blind designs were used to reduce observer bias and placebo effects.
4. Control groups: Appropriate control groups were included to isolate the effects of the intervention or treatment being studied.
5. Longitudinal designs: Consider longitudinal studies to examine changes over time and to establish causal relationships more effectively.
6. Mixed-methods approach: Combining quantitative and qualitative methodologies to gain a more comprehensive understanding of complex phenomena.
7. Standardised protocols: Develop and adhere to standardised protocols for data collection, measurement, and analysis to enhance the reproducibility and comparability across studies.
8. Validity and reliability: Validated instruments were used to ensure high inter-rater reliability for subjective measurements.
9. Statistical analysis plan: Preregister the study and outline a detailed statistical analysis plan to prevent p-hacking and reduce the researcher's degrees of freedom.
10. Generalisability: Consider the external validity of the study and its design to be applicable to diverse populations and settings.
11. Ethical considerations: Ensure compliance with ethical guidelines and obtain appropriate approval from institutional review boards.
12. Reporting standards: Established reporting guidelines (e.g. CONSORT, STROBE, and PRISMA) to improve the quality and transparency of research reporting.
13. Open science practices: Embrace open science principles by sharing data, materials, and analysis codes to promote transparency and reproducibility.
14. Pilot studies: Conduct pilot studies to refine methodologies, identify potential issues, and inform sample size calculations for large-scale investigations.
15. Interdisciplinary collaboration: Foster collaboration across disciplines to bring diverse perspectives and expertise to complex research questions.

By carefully considering these methodological aspects, researchers can enhance the rigour, reliability, and impact of future studies.

Practical applications:

Practical applications can be found in various fields and in various industries. Some examples include:

1. Healthcare: Telemedicine, wearable health monitors, and AI-assisted diagnostics
2. Education: Online learning platforms, virtual reality simulations, and adaptive learning software
3. Transportation: Self-driving vehicles, traffic management systems, and smart logistics
4. Agriculture: Precision farming techniques, crop monitoring drones, and automated irrigation systems
5. Manufacturing: Robotics, 3D printing, and predictive maintenance
6. Energy: Smart grids, renewable energy integration, and energy-efficient building systems

7. Finance: Mobile banking apps, blockchain technology, and algorithmic trading
8. Environmental conservation: Remote sensing for wildlife tracking, pollution monitoring systems, and waste management solutions
9. Retail: E-commerce platforms, augmented reality for virtual try-ons, and inventory management systems
10. Security: Biometric authentication, cybersecurity software, and surveillance systems

These applications demonstrate how technological advancements can be implemented to solve real-world problems and improve various aspects of daily life and industrial operations.

- How findings can inform hiring and retention practices in higher education
Research findings on hiring and retention in higher education can inform practice in several ways.

1. Emphasise diversity and inclusion

- Implement bias-aware hiring processes to increase diversity
- Provide mentorship programs for underrepresented groups
- Create inclusive work environments to improve retention

2. Focus on work-life balance

- Offer flexible work arrangements when possible
- Provide family-friendly policies and benefits
- Support mental health and wellness initiatives

3. Enhancing Professional Development

- Offer opportunities for skill development and career advancement
- Provide funding for conference attendance and research
- Establish clear pathways for promotion and tenure

4. Improve onboarding processes

- Develop comprehensive orientation programs
- Assign mentors to new hires
- Provide ongoing support during the first year

5. Address compensation and benefits

- Ensure competitive salaries and benefits packages
- Offer performance-based incentives
- Provide retirement planning and financial wellness resources

6. Foster a positive workplace culture

- Encourage collaboration and interdisciplinary work
- Recognize and reward excellence in teaching and research
- Promote open communication and transparency

7. Utilising data-driven decision-making

- Conduct regular climate surveys and exit interviews
- Analyze retention rates and patterns
- Use predictive analytics to identify at-risk employees

8. Enhancing leadership development.

- Provide training for department chairs and administrators
- Implement succession planning strategies
- Encourage shared governance and faculty involvement in decision-making

By incorporating these evidence-based practices, institutions can improve their hiring processes and increase retention rates among faculties and staff.

- Tailoring professional development programs to address these factors

To effectively tailor professional development programs to address specific factors

1. Conduct a needs assessment

- Survey employees to identify skill gaps and areas for improvement
- Analyze performance data to pinpoint areas needing development
- Consult with managers to understand team and organizational needs

2. Set clear objectives:

- Define specific, measurable goals for the program
- Align objectives with organizational strategies and individual career paths

3. Customize content:

- Develop modules that directly address identified factors
- Use real-world examples and case studies relevant to participants' roles
- Incorporate industry-specific knowledge and trends

4. Employing Diverse Learning Methods

- Blend various formats (e.g., workshops, online courses, mentoring)
- Accommodate different learning styles and preferences
- Include hands-on practice and application opportunities

5. Provide personalised learning paths

- Allow participants to choose modules based on their needs and interests
- Offer tiered programs for different skill levels and experience

6. Implementation of Ongoing Assessment

- Use pre- and post-program evaluations to measure progress
- Incorporate regular feedback mechanisms throughout the program
- Adjust content and delivery based on participant responses

7. Ensure relevance and applicability

- Connect learning directly to job responsibilities and challenges
- Encourage immediate application of new skills in the workplace
- Provide resources for continued learning and support

8. Foster collaboration and peer learning

- Incorporate group activities and discussions
- Facilitate knowledge sharing among participants
- Encourage mentorship and coaching relationships

9. Leverage technology:

- Use learning management systems for tracking and delivery
- Incorporate virtual reality or simulations for immersive experiences
- Offer mobile learning options for flexibility and accessibility

10. Continuously improve:

- Regularly review and update program content
- Solicit feedback from participants and stakeholders
- Stay informed about emerging trends and best practices in professional development

By tailoring professional development programs using these strategies, organisations can more effectively address specific factors and enhance the overall impact of their learning initiatives.

- Enhancing teacher education programs to cultivate these attributes

To enhance teacher education programs and cultivate the desired attributes in future educators, we consider the following strategies:

1. Incorporate reflective practice: Encourage pre-service teachers to reflect on their experiences, beliefs, and teaching methods regularly to promote self-awareness and continuous improvement.
2. Implementing experiential learning: Provide ample opportunities for hands-on teaching experiences, including classroom observations, student teaching placements, and micro-teaching sessions.
3. Foster cultural competence: Integrate courses and activities that promote understanding of diverse cultures, inclusive practices, and culturally responsive teaching methods.
4. Develop technological proficiency: Include training on educational technology tools and their effective integration into classroom instruction.
5. Emphasise social-emotional learning: Train future teachers recognise and support students' social-emotional needs and develop their own emotional intelligence.
6. Promote collaborative skills: Incorporate group projects and team teaching experience to enhance communication and cooperation.
7. Focus on adaptability: Prepare teachers to be flexible and responsive to changing educational landscapes and diverse student needs.
8. Strengthen content knowledge: Ensure a strong foundation in subject matter expertise along with pedagogical skills.
9. Cultivate leadership skills: Offers opportunities for pre-service teachers to take on leadership roles in various educational contexts.
10. Integrate research-based practices: Teach future educators to critically evaluate and apply current educational research to their teaching methods.
11. Develop assessment literacy: Training teachers in various assessment techniques and data-driven decision making to inform instruction.
12. Encourage lifelong learning: Instill a growth mindset and commitment to ongoing professional development.

By incorporating these elements into teacher education programs, institutions can prepare future educators to meet the diverse challenges of modern classrooms and cultivate the attributes necessary for effective teaching.

This review synthesises existing research, highlights key findings, and discusses practical implications for improving teaching aptitude among college teaching professionals (Dickenson & Sistik-Chandler, 2016).

CONCLUSION

In conclusion, the intricate relationship between personality traits, self-confidence, and adjustment capabilities significantly influenced teaching aptitude among college teaching professionals. This review underscores the importance of psychological factors in shaping effective educational practices, student engagement, and overall learning outcomes. By recognising and nurturing these aspects, educational institutions can foster the development of more competent and adaptable educators. Future research and professional development initiatives should focus on integrating these insights to enhance teaching quality and to support the continuous growth of teaching professionals in higher education.

REFERENCES

- [1]. Abouzeid, E., Alkhadragey, R., Wasfy, N., Hefny, M., Kamal, D., & Fouad, S. (2021). Influence of Personality Traits and Learning Styles on Undergraduate Medical Students' Academic Achievement. *Advances in Medical Education and Practice*, Volume 12(5), 769–777. <https://doi.org/10.2147/amep.s314644>

- [2]. Ahmad, G. B. (2024). Effectiveness of English Teaching as a Foreign Language (ETFL) in Pakistani Educational Institutions: Exploring Methods and Strategies to Address Challenges. *Journal of English Language, Literature and Education*, 6(1), 30–43. <https://doi.org/10.54692/jelle.2024.0601204>
- [3]. Ahmed, E., & Ahmed, S. (2024). Social media addiction, personality traits, and disorders: an overview of recent literature. *Current Opinion in Psychiatry*. <https://doi.org/10.1097/ycp.0000000000000969>
- [4]. Akintayo, O., Eden, C., Onyebuchi, N., & Ayeni, O. (2024). Inclusive curriculum design: Meeting the diverse needs of students for social improvement. *International Journal of Applied Research in Social Sciences*, 6(5), 770–784. <https://doi.org/10.51594/ijarss.v6i5.1100>
- [5]. Akram, T., & Qureshi, A. M. (2021). REFLECTIVE PRACTICES OF TEACHER EDUCATORS IN PUNJAB: A NARRATIVE PERSPECTIVE. *Humanities & Social Sciences Reviews*, 9(3), 1038–1047. <https://doi.org/10.18510/hssr.2021.93102>
- [6]. Antonopoulou, H. (2024). The Value of Emotional Intelligence: Self-Awareness, Self-Regulation, Motivation, and Empathy as Key Components. *Technium Education and Humanities*, 8, 78–92. <https://doi.org/10.47577/teh.v8i.9719>
- [7]. Arisandy, D., & Iftita, R. (2023). IMPLEMENTATION OF SELF-AWARENESS IN PROJECT MANAGER EMOTIONAL INTELLIGENCE. *Abdi Dosen :JurnalPengabdian Pada Masyarakat*, 7(2), 585. <https://doi.org/10.32832/abdidos.v7i2.1657>
- [8]. Arquero, J. D., Romero, J. M., Soriano, A. C., Dela Cruz, F. R., Belmonte, A. K. A., & Villarama, J. (2024). Coping Through the Unforeseen: Comparison of Adaptive Strategies on Learning Modalities of Students in Public and Private Educational Institutions. *Journal of Interdisciplinary Perspectives*, 2(8). <https://doi.org/10.69569/jip.2024.0309>
- [9]. Bijender, B., Nara, K., & Kumar, P. (2023). Aging, personality, and teaching aptitude in school grade physical education teachers. *Pedagogy of Physical Culture and Sports*, 27(4), 297–304. <https://doi.org/10.15561/26649837.2023.0405>
- [10]. Dickenson, P., & Sistik-Chandler, C. (2016). *Blending Digital Content in Teacher Education Programs* (pp. 286–308). IGI Global. <https://doi.org/10.4018/978-1-4666-9680-8.ch015>
- [11]. Gleeson, E. (2018). *Addressing current limitations in the synthesis of dicarba peptides* [monash university]. <https://doi.org/10.4225/03/5a8b7b4e59d59>
- [12]. Gordon, E. A., Gotti, G., Ho, J. H., Mora, A., & Morris, R. D. (2019). Commentary: Where is International Accounting Research Going? Issues Needing Further Investigation. *Journal of International Accounting, Auditing and Taxation*, 37, 100286. <https://doi.org/10.1016/j.intaccudtax.2019.100286>
- [13]. Hattori, M., Egi, H., & Hasunuma, N. (2023). Conscientiousness Counts: How Personality Traits Impact Laparoscopic Surgical Skill Improvement in Medical Students. *Journal of Surgical Education*, 80(10), 1412–1417. <https://doi.org/10.1016/j.jsurg.2023.07.015>
- [14]. International Students' Motivation and Self-Confidence in Learning Indonesian. (2023). *Hong Kong Journal of Social Sciences*, 60(No. 60 Autumn/Winter 2022). <https://doi.org/10.55463/hkjss.issn.1021-3619.60.24>
- [15]. Jenq, C.-C., Lin, J.-R., Quattri, F., & Monrouxe, L. (2024). Medical students', residents', and nurses' feedback to clinical educators in Taiwan: A qualitative study. *Medical Education*. <https://doi.org/10.1111/medu.15429>
- [16]. Khan, M. (2021). Predicting Big Five Model Personality Traits in Recent Social Context. *British Journal of Nursing Studies*, 1(1), 08–12. <https://doi.org/10.32996/bjns.2021.1.1.2>
- [17]. King, N. L. (2021). *Humility and Self-Confidence* (pp. 106–130). Oxford University Press New York. <https://doi.org/10.1093/oso/9780190096250.003.0006>
- [18]. Kovilage, M. P., Hewagamage, C., & Yapa, S. T. W. S. (2022). Research Areas, Gaps and Future Research Directions of Operational Excellence: A Systematic Literature Review. *South Asian Journal of Business Insights*, 2(1), 3–32. <https://doi.org/10.4038/sajbi.v2i1.31>
- [19]. Kuchinka, D., Feinberg, J., & Hollar, N. (2022). PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND JOB SATISFACTION: A SYSTEMATIC REVIEW OF RESEARCH. *Journal of International Management Studies*, 22(1), 10–19. <https://doi.org/10.18374/jims-22-1.2>
- [20]. Molwus, J. J., Ogunlana, S., & Erdogan, B. (2016). Using structural equation modelling (SEM) to understand the relationships among critical success factors (CSFs) for stakeholder management in construction. *Engineering, Construction and Architectural Management*, 24(3), 426–450. <https://doi.org/10.1108/ecam-10-2015-0161>
- [21]. Nalbur, V. (2021). Interdisciplinary art education and primary teaching students' self-confidence. *Cypriot Journal of Educational Sciences*, 16(4), 2010–2024. <https://doi.org/10.18844/cjes.v16i4.6070>
- [22]. Nurfidah, N., & Fandir, A. (2024). Effectiveness of Digital Platforms in Improving Students' Writing Skills in Higher Education: Literature Review. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 8(3), 1939. <https://doi.org/10.58258/jisip.v8i3.7184>

- [23]. Postigo, Á., Cuesta, M., García-Cueto, E., Prieto-Díez, F., &Muñiz, J. (2021). General versus specific personality traits for predicting entrepreneurship. *Personality and Individual Differences*, 182, 111094. <https://doi.org/10.1016/j.paid.2021.111094>
- [24]. Pourgharib, B., &Shakki, F. (2024). The interplay between English teachers' rapport and immediacy and the students' academic motivation. *Learning and Motivation*, 87, 101991. <https://doi.org/10.1016/j.lmot.2024.101991>
- [25]. Purwanti, E., & Vania, G. (2021). Classroom management: Applying appropriate strategies to enhance effective teaching. *Journal of Foreign Language Teaching and Learning*, 6(1). <https://doi.org/10.18196/ftl.v6i1.10638>
- [26]. Ramesh, N., &Anbuchelvan, C. (2022). Normality of teaching aptitude of high school teachers. *International Journal of Health Sciences*, 10609–10615. <https://doi.org/10.53730/ijhs.v6ns5.11205>
- [27]. Thomas, C., Swaroop Gajula, S., Puneeth Sarma, K. A. V., &Jayagopi, D. B. (2022). Automatic prediction of presentation style and student engagement from videos. *Computers and Education: Artificial Intelligence*, 3, 100079. <https://doi.org/10.1016/j.caeai.2022.100079>
- [28]. Zastempowski, M. (2024). Shaping sustainable futures: The role of micro-entrepreneurs' personality traits in social innovations. *PloS One*, 19(8), e0306800. <https://doi.org/10.1371/journal.pone.0306800>
- [29]. Zekiah A, M., Daniel H, G., Francis, O Pelandas, A. M., Esza R, T., Liana, Marcos Ii C, G., Marjorie A, F., Prince C, P., M Clamares, K. J., Nicah B, P., Ela, Antonio M, B., Marco, Julianne O, L., Katherine, Angeline, C, C., & Joy R, P., Romejen. (2024). The Influence of School Educators' Teaching Competence and Adversity Quotient to the Students' Learning Engagement among Mawab District Secondary Schools. *International Journal of Research and Innovation in Social Science*, 8(4), 2882–2889. <https://doi.org/10.47772/ijriss.2024.804270>
- [30]. Zhou, H. (2023). In the Context of Cultural Self-confidence, The Innovative Teaching Exploration of the “Three-dimensional Cutting” Course. *International Journal of Education and Humanities*, 7(3), 98–101. <https://doi.org/10.54097/ijeh.v7i3.6091>
- [31]. Zorach, I. A., &Lipka, O. (2022). Adjustment to higher education among students with mental health disorders. *Higher Education Research & Development*, 42(1), 1–17. <https://doi.org/10.1080/07294360.2022.2052815>