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Understanding Teacher Personality and Professional Character through Integrated Psychological Theories

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Abstract

Although teacher personality has received considerable attention in educational and psychological research, integrated explanations of teachers' personality and professional character remain limited. This study examines teacher personality through psychoanalytic, behaviorist, and humanistic perspectives to develop an integrated understanding of teacher characteristics in educational contexts. A qualitative integrative literature review was conducted using relevant academic articles and foundational psychology texts on personality theory, educational psychology, and teacher characteristics. The literature was systematically analyzed through thematic identification, categorization, comparison, and synthesis of key theoretical concepts. The findings identify three interconnected dimensions of teacher personality: internal psychological processes, behavioral formation through environmental learning, and personal growth through self-development. Psychoanalytic theory explains the internal foundations of personality; behaviorist theory emphasizes reinforcement and professional experience; and humanistic theory highlights empathy, authenticity, and self-actualization. Integrating these perspectives provides a conceptual framework for understanding teacher personality beyond isolated psychological traits. The study concludes that teacher personality is a multidimensional construct shaped by interactions among psychological processes, behavioral experiences, and personal development. This framework contributes to educational psychology and teacher education scholarship and offers practical insights for supporting teachers' professional character development through psychological and

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reflective approaches. Future empirical research could examine relationships among teacher personality, professional identity, and educational outcomes.

Keywords: Behaviorism; Humanistic Psychology; Personality Theory; Psychoanalysis; Teacher Personality

INTRODUCTION

Personality represents an essential psychological construct that influences how individuals perceive situations, regulate emotions, make decisions, and interact with their social environment. In educational settings, personality becomes particularly important because teachers do not only perform instructional functions but also act as role models who influence students' attitudes, behaviors, and learning experiences. Teacher personality is closely associated with professional identity, interpersonal relationships, classroom management, and the ability to establish meaningful interactions with learners (Shahid et al., 2026; Zulmi & Natuna, 2025). Therefore, understanding teacher personality requires an examination beyond observable teaching skills because psychological characteristics also contribute to how teachers perform their professional roles. The study of personality in education provides an important foundation for understanding the characteristics that support effective teaching practices.

Psychological theories have provided different explanations regarding how personality is formed, expressed, and influenced by individual experiences and environmental conditions. The psychoanalytic perspective developed by Freud explains personality through internal psychological dynamics, including unconscious processes and the interaction between id, ego, and superego (Freud & Strachey, 1989). In contrast, behavioristic perspectives emphasize that personality-related behaviors are shaped through learning processes, environmental influences, reinforcement, and behavioral experiences (Skinner, 1965). Meanwhile, humanistic psychology views individuals as active beings who possess the capacity for self-development, self-understanding, and achieving personal potential (Maslow, 1954; Rogers, 1961). These differences demonstrate that personality cannot be fully explained through a single theoretical perspective.

Within the teaching profession, each psychological perspective provides a distinct contribution to understanding teacher characteristics. The psychoanalytic approach provides insight into how past experiences, emotional processes, and internal conflicts may influence

teachers' attitudes and responses in educational situations, as expressed by Dunker & Moreira (2026) and Spiro (2025). The behavioristic approach explains how professional behaviors, such as discipline, responsibility, and classroom management, may develop through learning experiences and environmental reinforcement (Malik et al., 2026; Seeman & Buck, 1952). The humanistic approach highlights the importance of empathy, authenticity, acceptance, and personal growth in building positive teacher-student relationships (Prabakaran, 2022; Setyaningrum et al., 2026). The integration of these perspectives allows a broader understanding of teacher personality as a complex psychological phenomenon.

Previous studies have examined the relationship between teacher personality and educational outcomes from various perspectives. Research has shown that teacher psychological characteristics, including personality traits, motivation, emotional competence, and self-efficacy, are associated with teaching effectiveness, professional well-being, and interpersonal relationships in educational environments (Bardach et al., 2022). Furthermore, personality characteristics have been identified as relevant factors influencing teachers' professional behavior and classroom interactions (Jach et al., 2023). These studies indicate that psychological dimensions represent important aspects of teacher professionalism. However, much of the existing literature focuses on specific psychological characteristics rather than examining personality theories as interconnected explanatory frameworks.

Although psychoanalytic, behavioristic, and humanistic theories have been widely discussed in psychological literature, these perspectives are often examined separately based on their own theoretical assumptions. Psychoanalysis generally emphasizes internal psychological processes, behaviorism focuses on observable behavior and environmental influence, while humanistic psychology highlights personal meaning and self-development. This separation may limit a comprehensive understanding of teacher personality because professional teacher characteristics are influenced by multiple psychological dimensions simultaneously. Therefore, an integrative examination of these perspectives is needed to explain how different psychological approaches contribute to understanding teacher personality in educational contexts.

The integration of psychological perspectives is particularly relevant because teacher personality involves both personal and professional dimensions. Teachers are expected to demonstrate emotional maturity, ethical responsibility, adaptive behavior, empathy, and continuous professional improvement (Lukman et al., 2021; Tan & Ubaub, 2026). These

characteristics cannot be adequately explained through behavioral observation alone because they involve internal psychological processes and personal values. Previous research on teacher development has emphasized the importance of considering psychological factors in improving teacher professionalism and educational quality (Darling-Hammond, 2017). However, further conceptual exploration is needed to examine how major personality theories can collectively explain teacher characteristics.

Based on this research gap, this study aims to analyze teacher personality through the perspectives of psychoanalysis, behaviorism, and humanistic psychology. Specifically, this study seeks to identify the main concepts of each psychological perspective, examine their contributions to understanding teacher personality, and develop an integrated interpretation of how these theories explain teacher characteristics in educational contexts. Through a literature-based approach, this study contributes to psychological and educational discussions by presenting a comprehensive understanding of teacher personality from multiple theoretical perspectives.

METHODS

This study employed a structured literature-based approach to examine teacher personality through multiple psychological perspectives. The methodological procedures were designed to ensure a systematic identification, analysis, and synthesis of relevant theoretical and empirical sources related to personality theories and teacher characteristics. This section describes the research design, literature selection strategy, data analysis procedures, and analytical framework applied in developing an integrated understanding of teacher personality.

1. Research Design and Type of Research

This study employed a qualitative research approach using an integrative literature review design. This approach was selected because the purpose of this study was not to measure relationships between variables or collect empirical data from participants, but to analyze and synthesize theoretical perspectives regarding personality and their relevance to teacher characteristics. Literature review is recognized as a systematic research methodology that enables researchers to identify, evaluate, and integrate existing knowledge to develop a deeper understanding of a specific research topic (Snyder, 2019).

An integrative literature review approach was applied because this study aimed to combine theoretical perspectives from different psychological traditions, particularly psychoanalysis, behaviorism, and humanistic psychology. Integrative reviews allow researchers to examine diverse sources of knowledge, compare theoretical assumptions, and generate broader conceptual interpretations of a phenomenon (Torraco, 2016). Through this approach, the study analyzed how different personality theories explain teacher characteristics and their implications for educational practice.

2. Literature Search Strategy and Data Sources

The literature search was conducted through academic databases and scholarly sources relevant to psychology, education, and teacher development. The primary sources consisted of peer-reviewed journal articles indexed in international databases, including Scopus-indexed publications, as well as recognized theoretical books from major psychological scholars.

The search process used several keywords, including personality theory, teacher personality, teacher characteristics, psychoanalysis, behaviorism, humanistic psychology, teacher professionalism, and educational psychology. The search terms were combined using relevant keywords to identify literature discussing psychological theories and their relationship with teacher characteristics.

The literature selection process followed a structured procedure consisting of identification, screening, eligibility evaluation, and final selection. This process followed recommendations for conducting systematic literature reviews, which emphasize transparency in searching, selecting, and analyzing academic sources (Xiao & Watson, 2019).

3. Inclusion and Exclusion Criteria

The literature selection was guided by predefined inclusion and exclusion criteria. The inclusion criteria consisted of: (1) publications discussing personality theories, psychological perspectives, teacher characteristics, or educational implications of personality; (2) peer-reviewed journal articles and academically recognized books; (3) publications providing theoretical explanations or empirical discussions relevant to teacher personality; and (4) publications available in English or Indonesian.

Meanwhile, publications were excluded when they did not directly address personality concepts, lacked relevance to educational contexts, or only discussed general

psychological concepts without connections to teacher characteristics. Classical psychological works from Freud, Skinner, Maslow, and Rogers were retained because they represent foundational theories that provide the conceptual basis for understanding personality from different psychological perspectives.

The selected literature was then organized according to theoretical categories to facilitate comparative analysis. The categorization focused on three major perspectives: psychoanalytic theory, behavioristic theory, and humanistic psychology.

4. Data Collection and Literature Analysis Procedure

Data collection was conducted through documentation and systematic review of selected academic sources. The information extracted from each publication included theoretical assumptions, major concepts of personality, explanations of human behavior, and implications for understanding teacher characteristics. The extracted data were organized into analytical categories to identify similarities, differences, and contributions of each psychological perspective.

The collected literature was analyzed using thematic analysis. Braun and Clarke (2006) explain that thematic analysis provides a systematic process for identifying patterns, organizing categories, and interpreting meaningful themes within qualitative data. In this study, thematic analysis involved several stages: familiarization with the literature, identification of key concepts, coding of theoretical perspectives, categorization of findings, and synthesis of interpretations.

The analysis process focused on identifying how each psychological perspective explains teacher personality. The psychoanalytic perspective was analyzed based on concepts related to unconscious processes, personality structure, and emotional dynamics. The behavioristic perspective was examined through concepts related to learning, reinforcement, and environmental influence. Meanwhile, the humanistic perspective was analyzed through concepts related to self-development, empathy, authenticity, and self-actualization.

5. Data Analysis Framework

The final analysis applied a comparative theoretical synthesis approach to examine similarities and differences among the three psychological perspectives. Each theory was evaluated based on its assumptions regarding personality formation, explanations of human behavior, and relevance to teacher characteristics.

The comparative analysis was conducted through three analytical dimensions: (1) conceptual foundations of personality, (2) mechanisms explaining individual behavior, and (3) implications for understanding teacher professionalism. This framework enabled the study to develop an integrated interpretation of teacher personality from multiple psychological perspectives.

Through this analytical process, the study identified complementary contributions of psychoanalysis, behaviorism, and humanistic psychology in explaining teacher personality. The synthesis was then used as the foundation for developing a broader conceptual understanding of teacher characteristics within educational contexts.

RESULTS

The literature synthesis identified five major findings regarding the conceptualization of teacher personality from psychological perspectives. The analysis was based on foundational personality theories developed by Allport, Freud, Skinner, Rogers, Maslow, and Bandura. The findings demonstrate that personality has been conceptualized through different theoretical assumptions, including internal psychological structures, learned behavioral patterns, personal development, and interactions between individuals and their environments. The results are presented according to the main theoretical categories identified during the literature analysis.

1. Foundational Concepts of Personality from Psychological Theories

The analysis identified personality as a dynamic psychological construct that explains individual patterns of thinking, feeling, and behaving. Allport (1961) conceptualized personality as a dynamic organization of psychophysical systems within individuals that determines characteristic patterns of behavior and thought. Based on this perspective, personality is not merely a collection of isolated traits but an organized system that influences how individuals respond to their environments.

The literature synthesis shows that personality theories generally share the assumption that human behavior is influenced by multiple factors rather than a single determinant. The reviewed theories differ mainly in explaining the primary sources that shape personality. Psychoanalytic theory emphasizes internal psychological processes, behaviorism

highlights environmental learning mechanisms, while humanistic psychology focuses on individual potential and personal growth.

Within the educational context, these theoretical differences provide different explanations regarding teacher personality. The findings indicate that teacher personality can be understood through several dimensions, including emotional regulation, behavioral consistency, interpersonal relationships, professional values, and continuous self-development. These dimensions represent different aspects of personality that influence how teachers interact with students and perform professional responsibilities.

Table 1. Foundational Perspectives on Personality Theory

Theory	Main Scholar	Core Concept	Personality Explanation
Trait perspective	Allport	Dynamic organization of personality	Personality as individual characteristics shaping behavior
Psychoanalysis	Freud	Id, ego, superego	Personality influenced by internal psychological processes
Behaviorism	Skinner	Stimulus, response, reinforcement	Personality shaped through environmental learning
Humanistic psychology	Rogers & Maslow	Self-development and self-actualization	Personality develops through personal growth
Social cognitive theory	Bandura	Person–behavior–environment interaction	Personality shaped through reciprocal interaction

2. Psychoanalytic Perspective: Personality as an Internal Psychological Structure

The literature analysis identified psychoanalysis as a perspective that explains personality through internal psychological structures and unconscious processes. Freud & Strachey (1989) proposed that personality consists of three interacting components: id, ego, and superego. The id represents instinctive desires, the ego functions as a mediator between internal desires and external reality, while the superego represents moral standards and social expectations. These components explain how individuals regulate thoughts, emotions, and behaviors.

The synthesis indicates that psychoanalytic theory emphasizes the influence of internal experiences in shaping personality. Childhood experiences, emotional conflicts, and unconscious processes are considered important elements that contribute to individual personality patterns. In relation to teachers, this perspective highlights that professional behavior may be influenced by personal experiences, emotional responses, and psychological regulation.

The findings show that psychoanalytic theory contributes to understanding teacher personality through concepts related to self-awareness, emotional control, and personal reflection. Teachers frequently encounter situations requiring emotional regulation and ethical decision-making. Therefore, the psychoanalytic perspective provides a theoretical explanation of how internal psychological processes may influence teachers' professional attitudes and interpersonal behaviors.

3. Behavioristic Perspective: Personality as Learned Behavioral Patterns

The analysis identified behaviorism as a perspective that explains personality through observable behaviors and learning processes. Skinner (1965) argued that behavior develops through relationships between environmental stimuli, individual responses, and reinforcement mechanisms. From this perspective, personality-related behaviors emerge through repeated interactions between individuals and their environments.

The literature synthesis indicates that behavioral patterns relevant to teacher personality can develop through professional experiences, institutional expectations, and reinforcement processes. Characteristics such as discipline, responsibility, consistency, and classroom management behavior may be strengthened through continuous practice and feedback. These findings demonstrate that teacher personality is influenced not only by internal characteristics but also by experiences within educational environments.

The results further indicate that behavioristic theory provides an explanation of how professional behaviors become established over time. Through reinforcement and repeated learning experiences, teachers develop behavioral patterns that support their professional roles. However, the analysis also shows that behaviorism primarily explains observable aspects of personality and provides limited explanation regarding internal motivation and personal meaning.

4. Humanistic Perspective: Personality as Personal Growth and Self-Actualization

The literature synthesis identified humanistic psychology as a perspective that emphasizes personality development through personal growth, self-understanding, and realization of individual potential. Rogers (1961) explained personality development through concepts such as authenticity, acceptance, and personal growth, while Maslow (1954) emphasized self-actualization as the highest level of human development.

The findings indicate that humanistic theory highlights personal qualities that are highly relevant to teacher personality. These qualities include empathy, openness, authenticity, and the ability to establish meaningful relationships. Within educational contexts, these characteristics contribute to teachers' ability to understand students and create supportive learning environments. The analysis also identified that humanistic psychology views individuals as active participants in their own development. Teachers are not only shaped by past experiences or environmental reinforcement but also possess the capacity for reflection, improvement, and transformation. Therefore, the humanistic perspective provides an explanation of the developmental and relational dimensions of teacher personality.

5. Integrated Psychological Framework for Understanding Teacher Personality

The final synthesis identified that no single psychological theory fully explains teacher personality. Each theoretical perspective provides a different explanation regarding how personality characteristics emerge and influence professional behavior. Psychoanalysis explains internal psychological processes, behaviorism explains behavioral formation through environmental learning, while humanistic psychology explains personal growth and individual potential.

The integration of these perspectives resulted in an analytical framework consisting of three interconnected dimensions: internal psychological processes, behavioral adaptation, and personal development. Internal psychological processes explain how teachers understand and regulate themselves. Behavioral adaptation explains how professional characteristics develop through experience and environmental interaction. Personal development explains how teachers continue to improve their professional identity and interpersonal qualities.

The findings indicate that teacher personality should be understood as a multidimensional construct shaped by interactions between psychological structures, learned behaviors, and developmental processes. This integrated framework provides a broader explanation of teacher personality by combining classical psychological theories with educational perspectives.

DISCUSSION

The findings of this study demonstrate that teacher personality cannot be explained through a single psychological perspective because personality involves complex interactions between internal processes, behavioral experiences, and personal development. The synthesis of psychoanalytic, behavioristic, and humanistic perspectives reveals that each theoretical approach provides a distinct contribution to understanding teacher characteristics and professional identity. Based on these findings, this study proposes an integrated psychological framework that views teacher personality as a multidimensional construct shaped by psychological structures, environmental interactions, and continuous individual growth.

1. Teacher Personality as an Integrated Psychological Construct

The findings of this study indicate that teacher personality should be understood as an integrated psychological construct rather than a fixed collection of individual traits. This interpretation is consistent with Allport's (1961) conceptualization of personality as a dynamic organization of psychophysical systems that determines characteristic patterns of thinking, feeling, and behaving. From this perspective, personality represents an organized system that develops through interactions between individual characteristics and life experiences. In educational contexts, teacher personality involves not only stable personal tendencies but also professional values, emotional responses, interpersonal behaviors, and adaptive capacities. Therefore, understanding teacher personality requires an approach that considers multiple psychological dimensions simultaneously.

Contemporary personality theories further support the view that personality involves interactions between biological characteristics, psychological processes, and social experiences. McCrae & Costa Jr. (2008) explained through the Five-Factor Theory that personality traits represent basic tendencies that interact with environmental influences to produce characteristic adaptations. Similarly, Roberts & Mroczek (2008) argued that personality continues to develop across the lifespan through experiences, social roles, and contextual changes. These perspectives indicate that personality should not be viewed as completely static but as a system capable of adaptation. In the case of teachers, professional experiences and educational environments may influence how personality characteristics are expressed in teaching practices.

The integrated perspective developed in this study is also supported by Bandura's (1986) social cognitive theory, which explains human functioning through reciprocal interactions among personal factors, behavior, and environment. This framework provides an important explanation for why teacher personality cannot be separated from professional contexts. Teachers' beliefs, emotional conditions, behavioral patterns, and institutional environments continuously influence one another throughout professional practice. For example, a teacher's confidence, classroom behavior, and responses to students are shaped through interactions between personal characteristics and educational experiences. Therefore, teacher personality emerges from a dynamic relationship between internal characteristics and external conditions.

Previous research on teacher characteristics has demonstrated that psychological factors play an important role in explaining professional effectiveness. Klassen & Tze (2014) found that teachers' psychological characteristics, including personality-related factors and self-efficacy, are associated with teaching effectiveness. Similarly, Bardach et al. (2022) emphasized that teachers' psychological characteristics influence important professional outcomes, including well-being, interpersonal relationships, and effectiveness. These findings support the argument that teacher personality extends beyond individual preference or personal style because it contributes to professional functioning. However, previous studies often examine specific psychological dimensions separately rather than developing an integrated explanation of how different perspectives contribute to teacher personality.

The present study extends previous literature by integrating multiple psychological perspectives into a unified framework for understanding teacher personality. Göncz (2017) highlighted that teacher personality should be examined through broader psychological approaches because different theories explain different aspects of teacher behavior and professional identity. Building upon this perspective, the current study argues that teacher personality involves three interconnected dimensions: internal psychological processes, behavioral experiences, and personal development. This integration provides a more comprehensive explanation of teacher characteristics by acknowledging both the psychological foundations of personality and the contextual factors that shape professional behavior. Thus, teacher personality should be understood as an integrated psychological construct that develops through continuous interactions between person, behavior, and environment.

2. Internal Psychological Processes: Psychoanalytic Foundation of Teacher Personality

The psychoanalytic perspective provides an important theoretical foundation for understanding teacher personality by emphasizing the role of internal psychological structures in shaping human behavior (Janzen, 2015; Kabgani & Sahragard, 2021). Freud & Strachey (1989) proposed that personality develops through the interaction between the id, ego, and superego, which represent instinctive drives, reality-oriented regulation, and moral standards. This perspective suggests that individual behavior is not solely determined by external circumstances but is also influenced by internal psychological dynamics, emotional experiences, and unconscious processes. Within the teaching profession, these internal mechanisms provide an explanation for why teachers may respond differently when facing similar classroom situations. Therefore, psychoanalytic theory contributes to understanding the psychological foundations underlying teachers' attitudes, emotional responses, and professional behaviors (Ananda et al., 2023; Göncz, 2017).

The concept of personality structure in psychoanalytic theory offers insight into teachers' capacity for self-regulation and professional judgment. The ego, as the regulatory component of personality, enables individuals to balance personal needs with external expectations and social responsibilities (Freud & Strachey, 1989). In educational contexts, teachers continuously encounter situations requiring emotional control, ethical consideration, and adaptive decision-making. Research on teacher emotions indicates that teachers' interpretations and regulation of emotional experiences influence their classroom behaviors and professional interactions (Sutton & Wheatley, 2003). Similarly, Chang (2009) highlighted that teachers' emotional experiences and emotional regulation strategies are associated with occupational stress, coping processes, and teaching effectiveness. These findings support the argument that teacher personality involves internal psychological processes that influence how professional behaviors are expressed.

The role of emotional awareness and psychological regulation has also been emphasized in contemporary educational psychology. Mayer et al. (2008) explained that emotional intelligence represents an important psychological capacity involving the perception, regulation, and utilization of emotions. In the teaching context, emotional competence enables teachers to manage complex interpersonal situations and maintain constructive relationships with students. Jennings & Greenberg (2009) further demonstrated that teachers' social-emotional competence contributes to classroom management, teacher-

student relationships, and positive classroom environments. These perspectives extend psychoanalytic explanations by connecting internal emotional processes with observable professional outcomes. Therefore, teacher personality can be understood as involving both underlying psychological structures and emotional competencies developed through professional experiences.

Although psychoanalytic theory provides valuable insight into internal psychological processes, it does not independently explain the entire complexity of teacher personality. Teacher behavior is also influenced by environmental conditions, professional experiences, and social interactions. Bandura's (1986) social cognitive theory explains that human functioning develops through reciprocal interactions between personal factors, behavior, and environment. This perspective complements psychoanalytic explanations by demonstrating that internal psychological characteristics are continuously shaped through interactions with professional contexts. For teachers, personality expression emerges through the combination of psychological awareness, classroom experiences, institutional expectations, and relationships with students and colleagues.

The contribution of the psychoanalytic perspective within this study lies in explaining the internal foundation of teacher personality and professional identity. Previous research has shown that teachers' emotions, beliefs, and psychological states influence their motivation, instructional practices, and professional functioning (Frenzel et al., 2021). Furthermore, P. A. Schutz & Zembylas (2009) emphasized that teacher emotions are closely connected with identity, cognition, and social contexts within educational environments. These findings demonstrate that internal psychological processes remain relevant for understanding contemporary teacher professionalism. By incorporating psychoanalytic insights into an integrated psychological framework, teacher personality can be understood as a construct involving emotional awareness, reflective capacity, self-regulation, and professional maturity.

3. Behavioral Formation and Environmental Learning: Behavioristic Explanation of Teacher Professional Character

The behavioristic perspective provides an alternative explanation of teacher personality by emphasizing the role of learning experiences, environmental influences, and behavioral reinforcement in shaping professional characteristics. Skinner (1965) argued that human behavior develops through interactions between environmental stimuli, behavioral

responses, and reinforcement processes. From this perspective, personality-related characteristics are not only internal dispositions but also patterns of behavior developed through repeated experiences. In the teaching profession, characteristics such as discipline, responsibility, consistency, and classroom management skills may emerge through continuous interactions between teachers and their professional environments (Andhika et al., 2024; Özen & Yildirim, 2022). Therefore, behaviorism contributes to understanding how teacher personality is expressed through observable professional behaviors.

Skinner's concept of reinforcement provides an important explanation regarding how professional behaviors are strengthened and maintained over time. According to Skinner (1968), behaviors followed by positive consequences are more likely to be repeated, while behaviors that do not receive reinforcement may gradually decrease. In educational settings, teachers receive various forms of reinforcement through student responses, institutional feedback, professional recognition, and successful teaching experiences. These processes contribute to the formation of stable behavioral patterns that represent professional character. Thus, teacher personality can be partially understood through accumulated behavioral experiences developed within specific educational contexts.

The influence of learning experiences and professional environments is also supported by contemporary theories of human learning. Bandura (1986) expanded behavioral explanations by emphasizing observational learning and reciprocal interactions between personal factors and environment. This perspective demonstrates that teachers do not only learn through direct reinforcement but also through observing colleagues, receiving feedback, and participating in professional communities. Billett (2001) explained that workplace learning occurs through participation in social and professional activities, suggesting that professional identity develops through engagement with occupational environments. These perspectives indicate that teacher personality is continuously shaped through interactions between individual actions and contextual experiences.

Previous studies on teacher professional development further demonstrate the importance of environmental learning in shaping teacher characteristics. Avalos (2011) emphasized that teacher development is a continuous process influenced by professional experiences, collaboration, reflection, and institutional support. Similarly, Darling-Hammond (2017) found that effective professional development requires sustained learning opportunities, active participation, and connection between training and classroom practice.

These findings support the argument that professional teacher characteristics are not formed instantly but gradually developed through repeated learning processes. Therefore, behavioral learning mechanisms provide an important explanation for the formation of teacher professionalism.

However, behavioristic explanations have limitations when applied independently to teacher personality because professional behavior is not determined solely by external reinforcement. Teachers also possess internal motivations, values, beliefs, and personal goals that influence their professional actions (Barni et al., 2019; Yi et al., 2026). Deci & Ryan (2000) emphasized through self-determination theory that human behavior is also influenced by intrinsic motivation, autonomy, competence, and relatedness. Furthermore, Opfer & Pedder (2011) highlighted that teacher learning is a complex system involving individual, professional, and organizational factors. Therefore, the behavioristic perspective should be integrated with other psychological approaches to provide a more comprehensive explanation of teacher personality.

The contribution of the behavioristic perspective within this study lies in explaining how teacher personality becomes visible through professional actions and learned behavioral patterns. While psychoanalytic theory explains internal psychological foundations and humanistic psychology explains personal growth, behaviorism explains the role of experience and environment in shaping professional character. This perspective highlights that teacher personality is not only reflected through psychological attributes but also through consistent behaviors developed through educational practice. By integrating behavioral learning processes into the proposed framework, teacher personality can be understood as a construct shaped by continuous interaction between individuals and their professional environments.

4. Personal Growth and Self-Development: Humanistic Perspective on Teacher Character

The humanistic perspective provides an important explanation of teacher personality by emphasizing personal growth, self-understanding, and the development of individual potential. Unlike perspectives that primarily focus on unconscious processes or external behavioral influences, humanistic psychology views individuals as active agents capable of reflection, choice, and continuous improvement. Rogers (1969) proposed that personality develops through processes involving authenticity, acceptance, and meaningful personal experiences, while Maslow (1954) emphasized self-actualization as the realization of

individual potential. Within educational contexts, this perspective suggests that teacher personality is not limited to professional competence but also involves personal values, emotional awareness, and the capacity to establish meaningful relationships. Therefore, humanistic psychology contributes to understanding teachers as developing individuals rather than merely performers of instructional tasks.

Maslow's concept of self-actualization provides a theoretical foundation for understanding teachers' pursuit of professional and personal excellence. According to Maslow (1954), individuals have the potential to achieve higher levels of development through continuous growth, creativity, and fulfillment of personal capabilities. In the teaching profession, self-actualization may be reflected through teachers' commitment to improving their practices, developing professional identity, and creating meaningful learning experiences for students. This perspective highlights that effective teaching is not only the result of external demands but also emerges from teachers' internal motivation to develop themselves. Therefore, teacher personality includes the capacity for continuous transformation throughout professional life.

Rogers' person-centered theory further explains the importance of authenticity, empathy, and acceptance in teacher personality formation. Rogers (1961) argued that meaningful human relationships require genuine interaction, understanding, and respect for individual experiences. In educational settings, these characteristics are reflected in teachers' ability to recognize students' perspectives, respond to individual needs, and create supportive learning environments. Jennings & Greenberg (2009) demonstrated that teachers' social-emotional competence contributes to classroom climate and teacher-student relationships. These findings support the humanistic argument that interpersonal qualities are fundamental components of teacher professionalism rather than secondary characteristics.

The humanistic perspective also provides insight into the relationship between teacher identity and personal development. Beijaard et al. (2004) explained that teacher professional identity develops through continuous interaction between personal beliefs, professional experiences, and educational contexts. Similarly, Palmer (1998) argued that effective teaching is connected with teachers' inner identity, values, and sense of purpose. These perspectives indicate that teacher personality involves the integration of personal characteristics and professional roles. Teachers who engage in reflection and self-

development may develop stronger professional identities and more meaningful relationships with learners.

Furthermore, humanistic psychology aligns with contemporary perspectives emphasizing autonomy, motivation, and lifelong professional growth. Deci and Ryan (2000) explained through self-determination theory that individuals develop optimally when their needs for autonomy, competence, and relatedness are supported. In teacher development, these psychological needs influence motivation, engagement, and professional commitment. Korthagen (2017) further emphasized the importance of focusing on teachers' core qualities, values, and personal development rather than only improving external teaching behaviors. These perspectives reinforce the argument that teacher personality development requires attention to both professional skills and personal transformation.

The contribution of the humanistic perspective within this study lies in explaining the developmental and relational dimensions of teacher personality. While psychoanalysis highlights internal psychological structures and behaviorism explains the influence of learning environments, humanistic psychology emphasizes teachers' capacity for growth, reflection, and meaningful interaction. This perspective demonstrates that teacher personality is not only shaped by past experiences and external reinforcement but also by individuals' active efforts to develop themselves. Therefore, integrating humanistic psychology into the proposed framework provides a more complete understanding of teacher personality as a construct involving empathy, authenticity, self-development, and professional character.

5. Integrated Psychological Framework of Teacher Personality and Professional Character

The synthesis of psychological perspectives in this study indicates that teacher personality cannot be adequately explained through a single theoretical framework. Psychoanalytic, behavioristic, and humanistic perspectives emphasize different dimensions of personality, including internal psychological processes, behavioral adaptation, and personal growth. Although each perspective has distinct assumptions, they provide complementary explanations regarding how teachers develop and express professional characteristics. Based on this synthesis, this study proposes an integrated psychological framework that conceptualizes teacher personality as the interaction between psychological awareness, behavioral experiences, and personal development. This framework extends

previous discussions by positioning teacher personality as a multidimensional construct rather than a collection of isolated characteristics.

The first dimension of the framework, internal psychological processes, is derived primarily from psychoanalytic perspectives. This dimension explains how teachers' internal experiences, emotional regulation, self-awareness, and psychological structures influence their professional responses. Freud's theory contributes by explaining the internal foundations of personality, while contemporary perspectives on emotional intelligence further demonstrate the importance of emotional awareness in professional contexts (Freud & Strachey, 1989; Mayer et al., 2008). Within teaching practice, internal psychological processes influence how teachers interpret classroom situations, manage emotional challenges, and make professional decisions. Therefore, this dimension represents the psychological foundation underlying teacher personality and professional behavior.

The second dimension, behavioral formation and environmental learning, reflects the contribution of behavioristic and social cognitive perspectives. This dimension explains how teacher characteristics are shaped through professional experiences, reinforcement, observation, and interactions with educational environments. Bandura (1986) emphasized that human functioning occurs through reciprocal relationships between personal factors, behavior, and environment, providing a broader explanation beyond traditional behaviorism. In this framework, teaching experiences, institutional culture, feedback, and professional communities contribute to the development of observable professional behaviors. These processes explain why teacher personality is continuously influenced by workplace conditions and professional learning opportunities.

The third dimension, personal growth and self-development, represents the contribution of humanistic psychology. This dimension emphasizes teachers' capacity for reflection, self-improvement, authenticity, and realization of professional potential. Maslow (1954) and Rogers (1961) highlighted that individuals possess an inherent tendency toward growth and self-development when supported by meaningful experiences and positive environments. In relation to teachers, personal growth is reflected through empathy, commitment, professional identity, and the continuous pursuit of improvement. Therefore, this dimension explains the developmental aspect of teacher personality that cannot be fully understood through internal processes or behavioral learning alone.

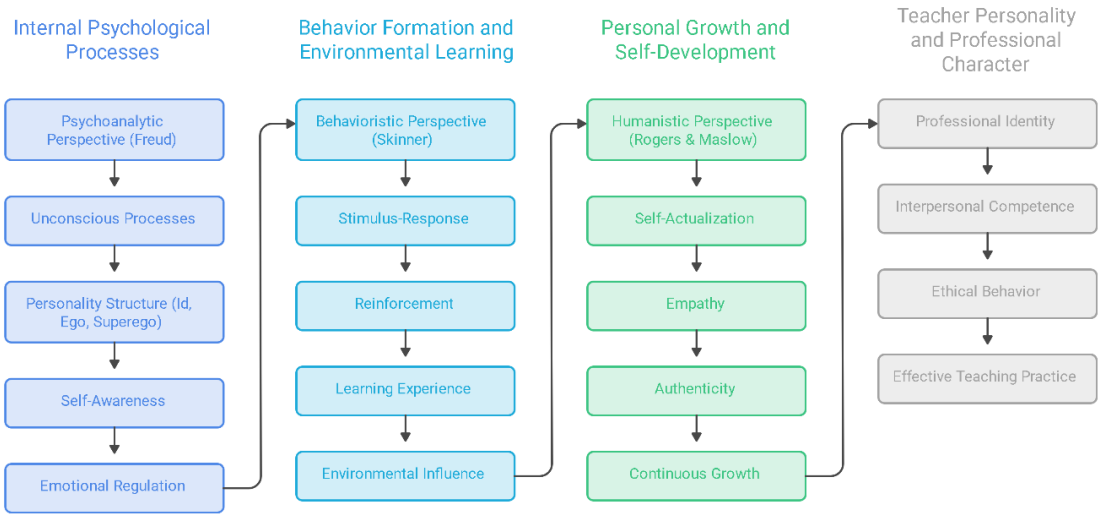

Figure 1. Integrated Psychological Framework of Teacher Personality

The proposed framework demonstrates that teacher personality emerges through the interaction of three interconnected psychological dimensions rather than through a single causal pathway. Allport (1961) described personality as a dynamic organization of psychological systems, while Bandura (1986) emphasized reciprocal interactions between person, behavior, and environment. These theoretical foundations support the argument that teacher personality develops through continuous interaction between individual characteristics and contextual experiences. Therefore, the framework integrates classical personality theories with contemporary educational psychology to explain how teachers construct professional character.

The integrated framework also contributes to understanding teacher professionalism by connecting personality with professional identity and educational practice. Previous research has demonstrated that teachers' psychological characteristics influence effectiveness, well-being, interpersonal relationships, and classroom outcomes (Bardach et al., 2022; Klassen & Kim, 2019). However, many previous studies have examined individual psychological factors separately, such as personality traits, self-efficacy, or emotional competence. The present framework extends these perspectives by proposing that teacher personality involves interconnected psychological processes rather than independent attributes. Consequently, teacher personality should be examined as an integrated psychological construct involving internal regulation, behavioral adaptation, and continuous personal development.

6. Comparison with Previous Studies and Theoretical Contribution

The findings of this study provide a broader interpretation of teacher personality by integrating psychological perspectives that have traditionally been examined separately. Previous research has demonstrated that teacher personality and psychological characteristics are important factors associated with professional performance, classroom interaction, and teacher well-being. However, existing studies often focus on specific psychological dimensions, such as personality traits, emotional competence, self-efficacy, or professional development, rather than examining how different personality theories collectively explain teacher characteristics. Therefore, this study contributes by positioning teacher personality as an integrated psychological construct involving internal processes, behavioral experiences, and personal development.

The present study shares similarities with Göncz (2017), who argued that teacher personality should be understood through broader psychological approaches rather than limited trait-based explanations. Both studies recognize that teacher personality involves multiple psychological dimensions that influence professional identity and educational practice. However, Göncz's study primarily reviewed psychological approaches to teacher personality, whereas the present study extends this perspective by synthesizing psychoanalytic, behavioristic, and humanistic theories into an integrated framework. This distinction allows the current study to explain not only what characteristics teachers possess but also how different psychological perspectives explain the foundations of those characteristics.

The findings also complement the meta-analysis conducted by Klassen & Tze (2014), which demonstrated that teachers' personality characteristics and self-efficacy are associated with teaching effectiveness. Similar to their study, the present research acknowledges that psychological characteristics play an important role in teacher professionalism. However, Klassen & Tze (2014) primarily examined the relationship between teacher characteristics and effectiveness outcomes, while this study focuses on the theoretical foundations underlying the formation and expression of teacher personality. By incorporating classical personality theories, this study provides additional explanation regarding why certain psychological characteristics may influence teacher behavior and professional performance.

Furthermore, the present framework is consistent with Jennings and Greenberg (2009), who emphasized the importance of teachers' social-emotional competence in shaping

classroom climate and teacher-student relationships. Both studies highlight the relevance of emotional awareness, empathy, and interpersonal competence within teacher professionalism. Nevertheless, Jennings & Greenberg (2009) focused mainly on the outcomes of social-emotional competence, whereas this study examines the psychological perspectives that explain how such characteristics emerge. Through the integration of psychoanalytic and humanistic perspectives, this study expands previous discussions by connecting emotional competence with deeper psychological processes and personal development.

The study also extends the findings of Bardach et al. (2022), who demonstrated that teachers' psychological characteristics influence effectiveness, well-being, retention, and interpersonal relationships. Their integrative review confirms the importance of psychological factors in understanding teacher outcomes. However, the current study differs by focusing specifically on the theoretical construction of teacher personality rather than evaluating the predictive effects of psychological characteristics. By integrating Allport's (1961) view of personality as a dynamic organization with Bandura's (1986) social cognitive perspective, this study proposes that teacher personality develops through continuous interactions between individual characteristics, behavior, and environment.

The theoretical contribution of this study lies in proposing an integrated psychological framework that connects three major perspectives of personality. Previous approaches have provided valuable but partial explanations: psychoanalysis emphasizes internal psychological structures, behaviorism explains behavioral formation through environmental learning, and humanistic psychology highlights personal growth and self-development. By synthesizing these perspectives, this study argues that teacher personality should not be understood as a fixed collection of traits but as a multidimensional construct shaped by psychological processes, professional experiences, and developmental capacities. This framework provides a conceptual foundation for future research examining teacher personality within educational and professional contexts.

CONCLUSION

This study concludes that teacher personality should be understood as an integrated psychological construct shaped by multiple theoretical dimensions rather than a single set of stable characteristics. The synthesis of psychoanalytic, behavioristic, and humanistic

perspectives demonstrates that teacher personality involves interconnected aspects of internal psychological processes, behavioral experiences, and personal development. Psychoanalytic theory explains the role of internal psychological structures and emotional regulation, behavioristic theory highlights the influence of learning experiences and environmental interactions, while humanistic psychology emphasizes self-development, empathy, and personal growth. These findings indicate that understanding teacher personality requires a comprehensive perspective that considers both individual characteristics and contextual influences.

The main contribution of this study lies in developing an integrated psychological framework for explaining teacher personality and professional character. By synthesizing classical personality theories with contemporary educational psychology perspectives, this study extends previous discussions that often examine teacher characteristics through separate dimensions, such as personality traits, emotional competence, or professional behavior. The proposed framework provides a theoretical foundation for understanding how different psychological perspectives contribute to the formation and expression of teacher characteristics. This contribution may support further discussions in educational psychology, particularly regarding the relationship between personality, professional identity, and teacher effectiveness.

From a practical perspective, this study suggests that teacher education and professional development programs should consider psychological dimensions alongside pedagogical competencies. Teacher preparation should not only focus on instructional knowledge and technical skills but also support the development of emotional awareness, reflective capacity, interpersonal competence, and continuous self-improvement. Considering these dimensions may provide a broader approach to developing professional teacher character within educational contexts.

Future research should empirically examine the proposed framework through studies involving teachers from diverse educational settings and cultural backgrounds. Quantitative studies may develop and validate measurement instruments based on the identified psychological dimensions, while qualitative and longitudinal studies may explore how teacher personality develops throughout professional experiences. Further research may also investigate the relationship between teacher personality, professional identity, classroom

practices, and student-related outcomes to strengthen empirical understanding of teacher personality within educational contexts.

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