

Developing Personality Competence among Novice Teachers through Self Reflection, Emotional Intelligence, and Humanistic Pedagogical Practices

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Abstract

Novice teachers may experience reality shock when pedagogical expectations encounter the practical demands of classroom management, student diversity, and school environments. This conceptual literature review examines how self-reflection can support the development of personality competence and positive teacher–student relationships during the transition into professional practice. The review integrates humanistic theory, emotional intelligence, transformative learning, and reflective practice to conceptualize personality competence as a developing professional capacity. The synthesis identifies empathy, patience, fairness, authenticity, and emotional stability as qualities that support constructive classroom interactions and supportive learning environments. Challenges encountered by novice teachers can provide opportunities for professional learning when accompanied by critical reflection and appropriate support. Self-reflection can help teachers examine their assumptions, emotional responses, interpersonal behaviors, and classroom decisions to identify areas for improvement. Its contribution to professional development depends on critical analysis, openness to reconsidering existing assumptions, and the application of reflective insights in classroom practice. The integrated framework highlights reflective activities, mentoring, peer feedback, and emotional competence development as priorities for teacher education and continuing professional development. The review concludes that developing personality competence involves sustained engagement with the emotional, interpersonal, and reflective dimensions of teaching. It contributes a conceptual framework connecting these

dimensions with humanistic pedagogical practice, while the proposed integration remains empirically unvalidated within this review.

Keywords: Emotional Intelligence; Novice Teachers; Personality Competence; Reflective Practice; Teacher–Student Relationships.

INTRODUCTION

Teachers' professional competence extends beyond subject-matter knowledge and instructional techniques to encompass the personal and emotional qualities that shape classroom relationships and students' learning experiences. Patience, empathy, emotional stability, fairness, and openness to communication are important dimensions of teacher personality competence because they influence how students experience classroom interactions and respond to learning challenges (Rizza, Azahra, et al., 2026). Positive teacher–student relationships are associated with a range of student outcomes, including academic achievement, motivation, and well-being. In their systematic second-order meta-analytic review, Kessel et al. (2025) synthesized findings from previous meta-analyses and demonstrated the importance of teacher–student relationships for understanding students' academic and psychosocial development. These findings underscore the need to examine teacher personality competence not merely as an individual characteristic but also as a professional capacity expressed through everyday interactions with students. Accordingly, developing teachers who can establish supportive, respectful, and emotionally responsive learning environments represents an important dimension of educational quality.

The development of personality competence becomes particularly important during the initial years of teaching, when novice teachers must translate the knowledge and pedagogical principles acquired during formal education into complex classroom practices. During this transition, teachers encounter challenges involving classroom management, student diversity, institutional expectations, professional relationships, and the emotional demands of teaching (Rizza, Amalina, et al., 2026). Such experiences may create a discrepancy between their initial expectations and the realities of professional practice, commonly discussed through the concept of reality shock. Stavropoulou et al. (2026), in their longitudinal study of the transition from preservice teacher education to the novice teaching year, identified significant changes in teachers' attitudes, perceived knowledge, and self-efficacy concerning inclusive education. Similarly, Voss & Kunter (2020) examined changes in beginning teachers' emotional exhaustion and constructivist-oriented beliefs during an

induction program, highlighting the importance of personal and social resources in navigating early professional challenges. These findings suggest that the transition into teaching should not be understood solely as the application of previously acquired knowledge. Rather, it represents a developmental process in which novice teachers must continuously negotiate their professional beliefs, emotional responses, and classroom responsibilities.

Although professional preparation provides an essential foundation for teaching, the development of professional competence requires continuing support beyond preservice education. Induction programs and mentoring arrangements can provide opportunities for novice teachers to interpret challenging experiences, develop practical knowledge, and strengthen their professional identities. In their critical review of research on induction and mentoring, Brownell et al. (2026) examined evidence concerning the effects of support programs for beginning teachers on instructional practices, professional learning, and teacher retention. Their review established an important basis for understanding teacher induction as a mechanism for supporting the transition into professional practice. Nevertheless, the presence of formal support structures does not automatically ensure that teachers critically examine their assumptions, recognize their emotional responses, or transform their classroom practices. Professional development therefore needs to incorporate opportunities for systematic reflection on actual teaching experiences. Reflection can help novice teachers identify the relationship between their intentions and actions, reconsider ineffective responses, and develop more deliberate approaches to classroom interaction.

Reflective practice provides a relevant conceptual framework for understanding how novice teachers can learn from the challenges encountered during their early careers. Rather than treating difficulties as isolated professional setbacks, reflective practice encourages teachers to examine the assumptions, emotions, decisions, and contextual conditions underlying their experiences. Whewell et al. (2025), in their study of novice teachers participating in professional development workshops, highlighted the value of dialogue and reflection in examining professional struggles and understanding the tensions between educational ideals and school realities. Their findings indicate that meaningful professional learning requires opportunities to articulate difficulties, interpret their underlying causes, and consider alternative responses within specific teaching contexts. In relation to personality competence, these reflective processes may help teachers become more aware of their emotional triggers, evaluate the consequences of their interpersonal responses, and develop

more consistent patterns of empathy, patience, fairness, and self-regulation. However, reflection should not be assumed to produce professional improvement automatically; its contribution depends on the quality of the reflective process and the professional and institutional support available to teachers.

Despite the relevance of teacher–student relationships, the challenges of early-career teaching, and reflective professional development, these dimensions need to be examined within an integrated analytical framework. Research on teacher–student relationships provides a basis for understanding the importance of interpersonal qualities in students’ educational experiences, while studies of novice teachers illuminate the difficulties associated with the transition into professional practice. Research on induction, mentoring, and reflection further emphasizes the importance of structured support for learning from experience. The present article brings these perspectives together to examine how teacher personality competence can be understood as a developing professional capacity rather than a fixed attribute established upon graduation. Specifically, this study aims to analyze the personality characteristics associated with positive teacher–student interactions, identify the emotional and professional challenges experienced by novice teachers during the transition into teaching, and explain how structured self-reflection may support the development of personality competence. Through a descriptive qualitative literature review, the study integrates humanistic perspectives on teacher–student relationships, emotional intelligence, transformative learning, and reflective practice. The resulting synthesis is intended to contribute a conceptual understanding of the relationship between novice teachers’ professional experiences, reflective processes, and the development of positive classroom interactions, while providing a basis for strengthening teacher induction, mentoring, and continuing professional development.

METHODS

The method section should be written systematically, comprehensively, and transparently so that the research procedures can be understood, evaluated, and replicated by other researchers. Authors should present the following five main components.

1. Type of Research

This study employed a qualitative literature review to examine the role of self-reflection in developing novice teachers’ personality competence and fostering positive

teacher–student interactions. Rather than collecting primary data from teachers or students, the study analyzed published academic literature to identify, compare, and interpret relevant theoretical perspectives and empirical findings. A literature review is appropriate for synthesizing fragmented knowledge, clarifying conceptual relationships, and developing an integrated understanding of a research topic (Nguyen, 2025). Accordingly, the analysis focused on four complementary perspectives: Carl Rogers’s person-centered theory, Daniel Goleman’s emotional intelligence framework, Jack Mezirow’s transformative learning theory, and Donald Schön’s reflective practice. These perspectives were examined in relation to novice teachers’ professional adjustment, emotional regulation, interpersonal responsiveness, and continuing personality development.

2. Research Design

The study used a descriptive-interpretive literature review design. Its analytical framework was organized around three interconnected areas: (1) the personality characteristics associated with positive teacher–student interactions; (2) the emotional and professional challenges encountered by novice teachers, particularly during the transition from teacher education to classroom practice; and (3) the contribution of structured self-reflection to the development of personality competence. This design enabled the study to compare findings across different types of literature while maintaining a clear relationship between the research objectives, the selected sources, and the resulting thematic synthesis. The review process was organized around searching, assessing, synthesizing, and analyzing relevant literature, consistent with the distinction between review types and their methodological procedures discussed by Reuker & Meier (2026). To improve reporting transparency, the identification and selection of sources should be documented through explicit eligibility criteria, screening stages, and a record of the number of sources retained at each stage, in line with established guidance on transparent review reporting (Page et al., 2022). The study was not designed as a statistical meta-analysis or a primary empirical investigation.

3. Participants and Sampling Technique

Because this study relied on published literature, it did not involve human participants, respondents, or informants. The units of analysis were academic publications addressing teacher personality competence, novice teachers’ professional experiences, reflective practice, emotional intelligence, humanistic education, and teacher–student

relationships (Nguyen, 2025). Sources were selected through purposive, criterion-based sampling to prioritize their conceptual relevance to the research objectives, consistent with established approaches to selecting and organizing literature for review (Kristiansen et al., 2025). Eligible sources comprised peer-reviewed journal articles and foundational theoretical publications that directly addressed at least one of the study's principal themes.

Empirical studies concerning novice teachers, teacher–student interactions, emotional regulation, or reflective professional development were considered alongside theoretical works explaining the four principal frameworks (Zheng et al., 2026). Publications were excluded when their focus was unrelated to the research questions, when their substantive findings or arguments could not be evaluated from the available text, or when they duplicated an already included record without providing additional analytical value. The numbers of records identified, duplicates removed, publications screened, full texts assessed, and sources included should be reported after the actual selection process has been documented, following principles of transparent review reporting (Page et al., 2022).

4. Instruments and Data Collection

Data were collected through documentary searches of Google Scholar, SINTA, the Directory of Open Access Journals (DOAJ), and Scopus, as identified in the initial research manuscript. Searches used Indonesian and English keywords relating to the principal concepts, including *kompetensi kepribadian guru* (“teacher personality competence”), *refleksi diri guru* (“teacher self-reflection”), *reality shock guru pemula* (“novice teacher reality shock”), *interaksi guru dan siswa* (“teacher–student interaction”), teacher personality competence, teacher reflective practice, novice teacher transition, and teacher–student relationships. Where supported by the databases, related terms were combined using Boolean operators such as AND and OR to improve the relevance of the retrieved records, following established guidance on literature search and review procedures (Nguyen, 2025).

The collection process involved four stages. First, potentially relevant records were identified through database searches using the specified keywords. Second, titles and abstracts were screened for their relevance to the research objectives. Third, the full texts of potentially eligible publications were examined against the inclusion and exclusion criteria. Fourth, information from the retained sources was recorded in a literature-extraction matrix. The matrix captured bibliographic details, research objectives, methodological characteristics where applicable, principal findings or theoretical arguments, and their relevance to the

study's three analytical areas. The selection process and its numerical outcomes should be reported using the actual search and screening records rather than estimated retrospectively, consistent with guidance on transparent reporting of literature reviews. Although transparent review-reporting guidance informed the organization of this procedure, the study should not be described as PRISMA-compliant unless the corresponding procedures and documentation were actually implemented (Creswell & Guetterman, 2019; Page et al., 2022).

The trustworthiness of the synthesis was supported by comparing arguments across theoretical publications and empirical studies, checking the consistency of interpretations against the source texts, and distinguishing authors' reported findings from the present study's conceptual interpretations. These procedures are consistent with approaches to synthesizing findings across qualitative literature while maintaining a transparent connection between source material and interpretation (Lockington & Gullon-Scott, 2025). The theoretical frameworks were used as complementary analytical lenses rather than as substitutes for evidence from the reviewed literature. No questionnaire, interview guide, or observation instrument was used because the study relied exclusively on documentary sources.

5. Data Analysis Technique

The collected documents were analyzed using descriptive qualitative analysis and thematic analysis. Descriptive qualitative analysis was used to summarize the main arguments, concepts, and findings presented in the selected literature, whereas thematic analysis was used to identify recurring patterns and relationships across the documents. Thematic analysis offers a flexible method for identifying, organizing, and interpreting patterns of meaning within qualitative material (Reitbauer et al., 2022). In this study, the analysis focused on patterns that explained the relationship between teachers' personality characteristics, novice-teacher emotional experiences, and reflective professional development.

The analysis proceeded through five stages. First, the selected documents were read and reviewed to develop familiarity with their content and relevance to the research objectives. Second, meaningful information was identified and coded according to its substantive contribution to the research focus. Initial codes included teachers' empathy and patience, emotional awareness, fairness in classroom interactions, novice-teacher reality shock, professional adjustment, and reflective practice. These codes were treated as analytical

categories for organizing the literature rather than as findings obtained from interviews or classroom observations conducted by the researchers.

Third, related codes were grouped into broader thematic categories. The synthesis was organized around three principal themes: (1) the desirable personality characteristics of teachers from the perspective of positive teacher–student interactions; (2) the emotional and professional challenges encountered by novice teachers; and (3) the role of self-reflection in developing personality competence and supporting more constructive classroom interactions. These categories were aligned with the focus and structure of the article. Fourth, the themes were compared across empirical findings and theoretical perspectives to identify areas of convergence, differences in emphasis, and complementary explanations. Rogers’s humanistic perspective, Goleman’s emotional intelligence framework, Mezirow’s transformative learning theory, and Schön’s reflective practitioner perspective informed the interpretation of the identified patterns.

Fifth, the thematic findings were synthesized into a descriptive and interpretive account addressing the research objectives. During this stage, claims were checked against the documents from which they were derived, and interpretations were framed in accordance with the nature and limitations of the available evidence. The synthesis distinguished between findings reported by empirical studies and conceptual propositions derived from theoretical literature. The final interpretation was then used to formulate conclusions concerning the potential contribution of structured self-reflection to novice teachers’ personality development and positive classroom interactions. In accordance with the principles of thematic analysis, the themes were treated as interpretive constructions grounded in the reviewed material rather than as independently measured variables (Calvert et al., 2024).

Given the descriptive qualitative design and the absence of primary field data, the analysis did not involve statistical testing or quantitative estimation of intervention effects. Its conclusions were limited to the patterns, interpretations, and conceptual relationships supported by the selected documents. The transparency of the review therefore depends on clearly reporting the search strategy, document-selection decisions, and analytical process, allowing readers to assess the basis of the synthesis (Nguyen, 2025; Page et al., 2022).

RESULTS

The results section should be presented factually, systematically, and in a data-based manner. Authors should report the research findings from the main results to relevant supporting data in accordance with the research objectives, research questions, or hypotheses. This section should not include theoretical interpretation, comparison with previous studies, or in-depth discussion, as these elements should be presented in the Discussion section.

1. Students' Perceptions of Ideal Teacher Personality and Positive Classroom Interactions

The literature reviewed indicates that students' perceptions of an ideal teacher are closely associated with personal qualities such as empathy, patience, fairness, emotional stability, and authenticity. These qualities shape how students experience classroom interactions and influence their sense of comfort and security during the learning process. Teachers who demonstrate empathy and patience are better positioned to understand students' emotional needs and respond appropriately to differences in behavior and learning difficulties. Fairness and consistency in teachers' attitudes also contribute to a classroom environment in which students feel respected and valued. Therefore, teacher personality represents an important dimension of educational interaction because students experience not only the instructional content but also the emotional and interpersonal qualities demonstrated by their teachers.

The reviewed literature further suggests that positive teacher–student interactions are supported by teachers' ability to regulate emotions and maintain constructive communication in the classroom. Emotional stability enables teachers to respond to challenging student behavior without relying on excessive reactions that may undermine students' sense of safety. From a humanistic perspective, Rogers' concepts of congruence, empathy, and unconditional positive regard provide a theoretical foundation for understanding how teachers' personal qualities can foster supportive learning relationships. These qualities may encourage students to participate more confidently, develop intrinsic learning motivation, and establish more positive relationships with their teachers. Accordingly, the development of novice teachers' personality competence should emphasize the integration of emotional awareness, interpersonal sensitivity, and consistent professional conduct as essential foundations for positive classroom interactions.

2. Emotional Challenges and Reality Shock in Novice Teachers' Professional Transition

The literature reviewed indicates that novice teachers often encounter emotional challenges during the transition from teacher preparation to actual classroom practice. These challenges are associated with the gap between their initial expectations of teaching and the complex realities of managing classroom interactions, student behavior, and administrative responsibilities. This experience, commonly referred to as reality shock, may generate feelings of uncertainty, anxiety, and concern about professional competence. Novice teachers may also struggle to regulate their emotional responses when students display disruptive behavior or when classroom situations do not develop as expected. These challenges suggest that the early years of teaching represent a critical period in which emotional adjustment and the development of professional identity occur simultaneously.

The reviewed literature further suggests that reality shock should not be understood solely as a negative experience but also as a potential starting point for professional learning and personal development. When novice teachers recognize the sources of their difficulties, they can begin to evaluate their assumptions, emotional reactions, and classroom management strategies more critically. From the perspective of transformative learning, Mezirow's concept of the disorienting dilemma helps explain how challenging professional experiences may encourage individuals to reconsider existing beliefs and develop new perspectives. However, this developmental process requires deliberate reflection and appropriate professional support rather than occurring automatically through teaching experience alone. Accordingly, reality shock can become a constructive part of novice teachers' professional transition when emotional awareness, reflective practice, and continuous learning are integrated into their development of personality competence.

3. Self-Reflection as a Mechanism for Developing Teachers' Personality Competence

Self-reflection serves as an important mechanism through which novice teachers evaluate their professional experiences, emotional responses, and interpersonal conduct in classroom interactions. Through reflective practice, teachers can identify discrepancies between their intended teaching behaviors and the actual effects of their actions on students. This process enables them to recognize personal strengths and limitations, particularly in managing emotions, demonstrating empathy, maintaining fairness, and responding

constructively to classroom challenges. Rather than viewing difficulties as isolated failures, reflective teachers can interpret them as opportunities to understand their behavioral patterns and reconsider their professional assumptions. Consequently, self-reflection supports the gradual development of personality competence by encouraging greater self-awareness, emotional regulation, and consistency in professional conduct.

Schön's concept of reflective practice provides a relevant theoretical foundation for understanding how teachers learn from professional experience through reflection during and after action. Reflection-in-action allows teachers to reconsider their responses while classroom interactions are unfolding, whereas reflection-on-action enables them to evaluate decisions and outcomes after a teaching situation has occurred. These reflective processes can help novice teachers develop more thoughtful responses to students' needs and improve the quality of their interpersonal relationships. However, reflection becomes more meaningful when supported by constructive feedback, professional dialogue, and a willingness to revise established assumptions rather than merely describe past experiences. Therefore, integrating systematic self-reflection into professional learning can strengthen teachers' personality competence and support the development of positive, respectful, and emotionally responsive classroom interactions.

4. Integrating Humanistic, Emotional Intelligence, Transformative Learning, and Reflective Practice Perspectives

The development of novice teachers' personality competence can be understood more comprehensively by integrating humanistic education, emotional intelligence, transformative learning, and reflective practice perspectives. From a humanistic perspective, Carl Rogers emphasizes empathy, authenticity, and unconditional positive regard as essential foundations for supportive interpersonal relationships. Daniel Goleman's emotional intelligence framework complements this perspective by highlighting self-awareness, emotional regulation, empathy, and interpersonal skills in managing classroom interactions. Meanwhile, Jack Mezirow's transformative learning theory explains how challenging professional experiences can encourage teachers to reconsider existing assumptions and develop new perspectives on their roles. Donald Schön's reflective practice further demonstrates how teachers can learn from professional experiences by examining their decisions and adjusting their actions during and after classroom interactions.

Although these perspectives emphasize different dimensions of professional development, they collectively explain how novice teachers can strengthen their personality competence through interconnected processes of emotional awareness, interpersonal understanding, critical reflection, and behavioral adjustment. Humanistic principles provide a relational foundation, while emotional intelligence helps teachers manage their emotions and respond appropriately to students' needs. Transformative learning offers a framework for interpreting professional challenges as opportunities to reconsider beliefs and assumptions about teaching. Reflective practice connects these processes by enabling teachers to evaluate classroom experiences and translate insights into more constructive professional behaviors. Accordingly, the integration of these perspectives suggests that personality competence is not merely an inherent personal quality but a professional capacity that can be continuously developed through reflection, emotional learning, and meaningful interactions with students.

DISCUSSION

The discussion section aims to analyze, interpret, and explain the research findings critically. Authors should connect the findings with the research problems, research objectives, hypotheses where applicable, relevant theories, previous literature, and the research context. The discussion should not merely repeat the results; rather, it should demonstrate the meaning, contribution, implications, and limitations of the study in a reflective and argumentative manner. The main components of the discussion include the following.

1. Personality Competence as a Foundation for Positive Teacher–Student Relationships

The literature synthesis indicates that teachers' personality competence constitutes an important foundation for establishing positive teacher–student relationships and supportive classroom environments. Personal qualities such as empathy, patience, fairness, authenticity, and emotional stability can help teachers respond to students' academic and emotional needs while maintaining constructive interpersonal interactions. This perspective is consistent with Ramlo (2026) humanistic approach, which emphasizes congruence, empathic understanding, and unconditional positive regard as essential conditions for facilitating meaningful learning. Furthermore, a comprehensive second-order meta-analysis by Kessel et al., (2025) identified substantial associations between teacher–student

relationship quality and multiple student outcomes, including academic achievement, motivation, engagement, and well-being. These findings suggest that personality competence should be understood not merely as an individual characteristic but also as a relational capacity that contributes to the quality of students' learning experiences.

For novice teachers, developing personality competence is particularly important because their professional effectiveness involves more than mastering instructional techniques or classroom management procedures. The ability to regulate emotions, communicate respectfully, and apply rules consistently can help establish a classroom atmosphere in which students feel respected and supported. This interpretation aligns with Ramlo (2026) argument that genuine acceptance and empathic understanding facilitate learning by acknowledging students as individuals rather than treating them solely as recipients of instruction. Nevertheless, positive teacher–student relationships should not be attributed exclusively to teachers' personality traits, because these relationships also reflect contextual conditions and the characteristics of both teachers and students (Kessel et al., 2025). Accordingly, personality competence is best conceptualized as a developing professional capacity that enables novice teachers to combine emotional awareness, interpersonal sensitivity, and consistent professional conduct in fostering positive classroom interactions.

2. Reality Shock as a Catalyst for Novice Teachers' Professional Development

The transition from teacher education to professional practice often exposes novice teachers to a gap between their pedagogical expectations and the complex realities of classroom life. This experience, commonly described as reality shock, may involve difficulties in managing classroom behavior, adapting instructional strategies, responding to students' diverse needs, and navigating the institutional culture of schools (Changkwian, 2026). Such challenges can create emotional tension and uncertainty as novice teachers attempt to reconcile the theoretical knowledge acquired during their training with the demands of everyday teaching. However, reality shock should not necessarily be interpreted as evidence of professional inadequacy, because the difficulties encountered during the transition also reflect the contextual conditions in which beginning teachers work (Obonyo & Thomas, 2025). From this perspective, reality shock can become a potential starting point for professional development when novice teachers are supported in critically examining their experiences and identifying areas for improvement.

The developmental value of reality shock depends partly on how novice teachers interpret and respond to the difficulties they encounter in their early professional experiences. Through systematic self-reflection, teachers can examine the relationship between their intentions, classroom decisions, emotional responses, and the outcomes of their interactions with students, thereby identifying aspects of their professional conduct that require further development. Changkwian (2026) found that reflective practice within a peer reflection group helped novice English-language teachers make sense of transition-related challenges during their first semester of teaching. Similarly, critical reflection and professional dialogue can help beginning teachers reconsider established assumptions, learn from challenging experiences, and develop more adaptive responses to classroom situations (Zheng et al., 2026). Accordingly, reality shock may serve as a catalyst for developing personality competence when reflection is accompanied by constructive feedback, collegial support, and opportunities to translate professional insights into improved classroom practice.

3. Self-Reflection as a Continuous Process of Personality Competence Development

Self-reflection constitutes an ongoing professional learning process through which novice teachers examine their experiences, evaluate their responses, and identify opportunities to improve their personality competence. Rather than merely recalling classroom events, reflective practice requires teachers to analyze the assumptions, emotions, decisions, and interpersonal behaviors that shape their interactions with students. Schön's (1983) concept of the reflective practitioner provides a useful theoretical foundation for this process by distinguishing reflection during professional action from reflection undertaken after an experience. Through these reflective processes, novice teachers can develop greater awareness of how their communication styles, emotional responses, and classroom decisions influence the learning environment. Accordingly, self-reflection can be understood as a continuous mechanism for connecting professional experience with deliberate efforts to strengthen empathy, emotional regulation, fairness, and responsible conduct.

The developmental potential of self-reflection becomes more meaningful when teachers critically reconsider the assumptions that guide their professional judgments and classroom behavior. Guiffreda (2005) transformative learning perspective emphasizes critical reflection as an important means of questioning established assumptions and developing more autonomous ways of thinking. Applied to novice teachers' professional development,

this perspective suggests that reflecting on challenging interactions with students may encourage teachers to reconsider ineffective responses and explore more constructive approaches to classroom relationships. However, reflection should not be treated as an automatic guarantee of professional improvement, because its value depends on the depth of analysis, the willingness to revise existing assumptions, and the practical application of the insights gained. Therefore, integrating regular self-assessment, feedback from colleagues or mentors, and deliberate changes in classroom practice may help novice teachers transform reflective insights into sustained development of personality competence (Guiffrida, 2005).

4. An Integrative Framework for Developing Novice Teachers' Personality Competence

Developing novice teachers' personality competence requires an integrative approach that connects humanistic values, emotional awareness, critical reflection, and the capacity to learn from professional experience. Jardinez & Natividad (2024) humanistic perspective emphasizes empathy, authenticity, and acceptance as important foundations for meaningful educational relationships, while Mugabekazi (2026) framework highlights self-awareness, emotional regulation, empathy, and interpersonal skills as essential dimensions of emotional intelligence. These perspectives can be complemented by Rensburg & Matahela (2025) transformative learning theory, which explains how critical reflection enables individuals to reconsider assumptions and develop more informed perspectives. Faez et al. (2025) concept of reflective practice further emphasizes the importance of examining professional actions during and after practice to improve subsequent decisions. Taken together, these theoretical perspectives provide a conceptual foundation for understanding personality competence as a developing professional capacity involving emotional, interpersonal, ethical, and reflective dimensions rather than a fixed personal characteristic (Edelen et al., 2026; Rizza, Azizah, et al., 2026).

Within this integrative framework, self-reflection serves as a connecting process through which novice teachers can translate emotional awareness and professional experiences into more constructive classroom interactions. For example, examining responses to challenging student behavior may help teachers recognize emotional triggers, reconsider assumptions about students, and identify more empathetic and consistent ways of responding. This process is consistent with research highlighting the interrelationship between teachers' emotional competence, reflective practice, and professional development (Ojha et al., 2026). However, the development of personality competence cannot be

attributed to individual reflection alone, because opportunities for professional dialogue, mentoring, and supportive school environments may influence whether reflective insights are translated into practice (Alho et al., 2023). Therefore, teacher education institutions and schools should consider integrating reflective journals, mentoring discussions, peer feedback, and emotional competence development into continuing professional learning, while recognizing that the proposed framework represents a conceptual synthesis of the literature rather than an empirically validated intervention.

CONCLUSION

This literature review highlights the importance of teachers' personality competence in establishing positive teacher–student relationships and supportive classroom environments. Qualities such as empathy, patience, fairness, authenticity, and emotional stability contribute to constructive interactions that acknowledge students' academic and emotional needs. Personality competence is therefore understood not merely as an individual characteristic but as a professional capacity that shapes how teachers communicate, respond to students, and maintain appropriate classroom relationships. For novice teachers, developing this competence is particularly important because effective teaching requires more than instructional knowledge and classroom management skills. It also requires the ability to demonstrate emotional awareness, interpersonal sensitivity, and consistent professional conduct in everyday educational interactions.

The discussion also identifies reality shock as a significant challenge in the transition from teacher education to professional practice. The gap between pedagogical expectations and the realities of classroom life may expose novice teachers to difficulties in managing student behavior, adapting instructional strategies, responding to diverse student needs, and navigating school environments. However, these challenges do not necessarily indicate professional inadequacy, as they may also reflect the contextual demands encountered during the early stages of teaching. When approached through critical examination and constructive learning, such experiences can provide opportunities for novice teachers to recognize their professional limitations and reconsider their classroom responses. The developmental value of reality shock consequently depends on the extent to which teachers can reflect on their experiences and receive appropriate professional support.

Self-reflection emerges as a continuous process for developing novice teachers' personality competence by connecting professional experiences with critical evaluation and deliberate improvement. Through reflection, teachers can examine their assumptions, emotional responses, interpersonal behaviors, and classroom decisions to identify areas requiring further development. This process enables them to reconsider ineffective responses, strengthen their understanding of students' needs, and develop more constructive approaches to classroom interactions. Nevertheless, reflection does not automatically guarantee professional improvement, as its value depends on the depth of analysis, the willingness to revise existing assumptions, and the application of insights to professional practice. Regular self-assessment, mentoring, collegial feedback, and opportunities to implement reflective insights can therefore support the sustained development of personality competence.

Overall, the integration of humanistic principles, emotional intelligence, transformative learning, and reflective practice provides a conceptual foundation for understanding the development of novice teachers' personality competence. These perspectives collectively emphasize the importance of empathy, authenticity, emotional regulation, critical reflection, and learning from professional experience in strengthening teacher–student relationships. Within this framework, self-reflection connects emotional awareness and professional experience with efforts to improve teachers' interpersonal conduct and classroom decision-making. The discussion consequently underscores the importance of integrating reflective activities, mentoring, peer feedback, and emotional competence development into teacher education and continuing professional learning. As a conceptual synthesis of the literature, this framework offers a basis for understanding and supporting the professional development of novice teachers without claiming that its effectiveness has already been empirically validated.

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