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# Teacher Personality Development: An Integrative Psychological Perspective on Psychoanalysis, Behaviorism, and Humanistic Theory

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**Abstract**

Although teacher personality has received considerable attention in educational and psychological research, integrated explanations of its development remain limited. This study examines teacher personality development through psychoanalytic, behaviorist, and humanistic perspectives to clarify their contributions to teacher character formation. A qualitative integrative literature review was conducted through the systematic identification, selection, and analysis of relevant scientific articles and theoretical books on personality psychology, teacher development, educational psychology, and teachers' professional characteristics. The literature was analyzed thematically by identifying, categorizing, comparing, and synthesizing key concepts concerning the psychological mechanisms underlying teacher personality development. The synthesis identified three interconnected mechanisms: internal psychological processes, behavioral learning, and personal growth. The psychoanalytic perspective emphasizes self-awareness and emotional regulation; the behaviorist perspective explains behavioral formation through learning and environmental reinforcement; and the humanistic perspective highlights empathy, self-development, and personal growth. Together, these perspectives provide an integrated conceptual framework that characterizes teacher personality development as a dynamic process involving psychological awareness, behavioral adaptation, and continuous growth. The study concludes that teacher personality should be understood as a developmental process shaped by internal and external factors rather than solely as a set of fixed traits. This framework


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contributes to educational psychology and teacher personality scholarship and offers practical insights for teacher education programs seeking to develop teachers' psychological, interpersonal, and professional capacities. Future research could empirically examine the framework across educational contexts.

**Keywords:** Behaviorism; Humanistic Psychology; Personality Development; Psychoanalysis; Teacher Personality

## INTRODUCTION

Teacher personality is an important factor in determining the quality of educational processes because teachers serve not only as transmitters of knowledge but also as role models who influence students through their attitudes, behaviors, communication patterns, and interpersonal relationships (Munjahid & Latansa, 2026). The effectiveness of teaching is shaped not only by teachers' pedagogical knowledge and instructional skills but also by psychological characteristics that influence how teachers manage classrooms, respond to students' needs, regulate emotions, and carry out professional responsibilities. Previous research has demonstrated that teacher-related characteristics are associated with teaching effectiveness and educational outcomes. Klassen & Tze (2014), through a meta-analysis, found that teachers' psychological characteristics, including self-efficacy and personality-related factors, are significantly associated with teaching effectiveness. Similarly, research on teacher characteristics shows that teacher attributes contribute to variation in student academic achievement, indicating that teachers' personal qualities are an important dimension of educational development (López-Martín et al., 2023).

The importance of teacher personality development becomes increasingly relevant because the teaching profession requires continuous psychological and professional growth. Teacher personality is not a fixed set of individual traits but a dynamic process shaped by internal psychological factors, personal experiences, social environments, and professional interactions. Göncz (2017) explains that teacher personality should be understood within a broader psychological framework because personality characteristics influence teachers' professional identity, classroom behavior, and relationships with students. Therefore, understanding teacher personality requires a multidimensional approach that considers both internal psychological processes and external factors that shape individual behavior. This perspective suggests that teacher development should focus not only on improving technical

competencies but also of developing self-awareness, emotional regulation, interpersonal skills, and professional character.

Several previous studies have examined teacher personality from different psychological perspectives. Research based on trait approaches has primarily investigated the relationship between personality characteristics, teacher effectiveness, and professional performance. For example, Klassen & Kim (2019) identified various academic and non-academic factors associated with teacher effectiveness and emphasized the relevance of personal characteristics in teacher selection and professional development. However, many previous studies tend to focus on measuring personality traits or predicting teaching outcomes rather than explaining the psychological processes through which teacher personality develops. This creates a research gap regarding how different psychological theories can provide complementary explanations of teacher personality formation.

A comprehensive understanding of teacher personality development requires consideration of multiple psychological perspectives. Personality development involves conscious and unconscious processes, behavioral learning mechanisms, and the development of individual potential. No single theoretical perspective can fully explain the complexity of teacher personality because internal motivation, environmental experiences, social interactions, and personal growth shape human behavior. Therefore, integrating different psychological theories can provide a broader conceptual understanding of how teacher personality develops and how it contributes to professional characteristics.

The psychoanalytic perspective explains personality development through internal psychological processes, unconscious motivations, and early life experiences. Freud & Strachey (1989) proposed that personality consists of three interacting structures: id, ego, and superego. The id represents basic drives and desires, the ego regulates interaction between internal desires and external reality, while the superego reflects moral values and social standards. Within the context of teacher development, psychoanalytic theory provides insight into the importance of self-awareness, emotional control, and reflection on personal experiences. Teachers frequently encounter complex classroom situations that require emotional regulation and ethical decision-making. Therefore, understanding internal psychological dynamics may help teachers manage their responses and maintain professional behavior.

In contrast, behavioristic theory emphasizes observable behavior and the role of environmental factors in shaping individual actions. Skinner (1965) argued that behavior develops through relationships between stimulus, response, and reinforcement. From this perspective, learning experiences, professional training, institutional culture, and repeated behavioral reinforcement can shape teacher personality. Professional characteristics such as discipline, responsibility, consistency, and classroom management skills may develop through continuous practice and environmental reinforcement (Ananda et al., 2023). This perspective shows that teacher personality is shaped not only by internal characteristics but also by interactions with professional environments.

The humanistic perspective provides another explanation by emphasizing human potential, personal growth, self-awareness, and self-actualization. Maslow (1954) proposed that individuals have developmental needs that motivate them to achieve higher levels of personal growth, while Rogers (1961) emphasized the importance of authenticity, empathy, and acceptance in human development. In educational contexts, humanistic theory highlights that effective teachers should develop not only cognitive competence but also emotional awareness, empathy, openness, and the ability to establish meaningful relationships with students. These characteristics represent essential elements of teacher personality because education involves continuous interaction between individuals.

Although these three psychological perspectives have contributed significantly to understanding human behavior, studies examining teacher personality development through an integrated framework remain limited. Existing research often examines teacher personality through isolated perspectives, such as personality traits, self-efficacy, or professional competence. However, teacher personality development involves interconnected psychological dimensions, including unconscious processes, behavioral learning, and personal growth. Integrating psychoanalytic, behavioristic, and humanistic perspectives may provide a more comprehensive explanation of how teacher personality develops and influences professional character.

The novelty of this study lies in its integrative approach to analyzing teacher personality development by combining three major psychological perspectives: psychoanalysis, behaviorism, and humanistic psychology. Rather than viewing personality as a static trait, this study treats teacher personality as a developmental process involving psychological awareness, behavioral formation, environmental interaction, and personal

growth. This theoretical integration provides a broader framework for understanding teacher character development and its implications for professional education.

Based on this background, this study aims to analyze teacher personality development from psychological perspectives, specifically through psychoanalytic, behavioristic, and humanistic theories. This study explains how these three perspectives contribute to understanding teacher character formation, professional behavior, and continuous personality development. Through an integrated, literature-based analysis, this research is expected to contribute conceptually to the study of teacher personality and offer theoretical insights for improving teacher professional development.

## METHODS

### 1. Type of Research

This study employed a qualitative research approach using a literature review method. A literature review was selected because this study aims to analyze, compare, and synthesize existing theoretical perspectives regarding teacher personality development rather than collect empirical data from participants. Literature review is recognized as a research methodology that enables researchers to identify, evaluate, and integrate existing knowledge from previous studies to develop a comprehensive understanding of a specific research topic (Snyder, 2019).

This study specifically applied an integrative literature review approach because the research objective was to combine different psychological perspectives, namely psychoanalysis, behaviorism, and humanistic psychology, to explain the development of teacher personality. An integrative review allows researchers to synthesize theoretical and empirical literature from different sources and generate a broader conceptual understanding of a phenomenon (Torraco, 2016).

### 2. Research Design

The research design followed an integrative literature review framework consisting of several systematic stages: (1) defining the research focus; (2) identifying relevant keywords and databases; (3) searching and collecting academic literature; (4) selecting literature based on inclusion and exclusion criteria; (5) extracting relevant information; (6) organizing

findings into thematic categories; and (7) synthesizing the results into a conceptual interpretation.

The design was developed to address the research objective of understanding how psychological theories explain teacher personality development. The literature was analyzed comparatively by examining the main concepts, assumptions, and contributions of psychoanalytic, behavioristic, and humanistic perspectives. This approach follows the principle that literature reviews should involve structured identification, evaluation, and synthesis processes rather than simple description of previous studies ((Snyder, 2019; Xiao & Watson, 2019).

## 3. Participants and Sampling Technique

The data sources consisted of scientific journal articles, academic books, and theoretical publications related to personality psychology, teacher personality, educational psychology, and teacher professional development. The literature search was conducted using academic databases, including Scopus-indexed journals and other scholarly sources.

The literature selection process was based on several criteria. The inclusion criteria were: (1) publications discussing personality theories, teacher characteristics, teacher development, or psychological perspectives relevant to education; (2) peer-reviewed journal articles or academically recognized books; (3) publications containing theoretical explanations or empirical findings related to the research focus; and (4) sources available in English or Indonesian.

Classical theoretical works were included because the study examines foundational psychological theories developed by major scholars such as Freud, Skinner, Maslow, and Rogers. Meanwhile, recent journal articles were prioritized to provide contemporary evidence regarding teacher personality and professional development.

## 4. Data Collection Procedure

Data collection was conducted through systematic documentation of relevant literature. The search process began by identifying keywords related to the research topic, including 1) teacher personality, 2) teacher development, 3) personality theory, 4) psychoanalysis, 5) behaviorism, 6) humanistic psychology, and 7) teacher professional development.

Selected publications were reviewed based on their titles, abstracts, keywords, and full-text content. Relevant information was extracted and organized based on several analytical categories: (1) conceptualization of personality; (2) psychological mechanisms underlying personality development; (3) implications of each psychological theory for teacher characteristics; and (4) contributions of each perspective toward understanding teacher professional character.

The extracted information was documented systematically to ensure consistency during the analysis process. The procedure follows recommendations for literature reviews that emphasize transparent searching, selection, and documentation of academic sources (Xiao & Watson, 2019).

### 5. Data Analysis Technique

The collected literature was analyzed using qualitative thematic analysis. The analysis involved several stages, including data familiarization, identification of important concepts, coding, categorization, interpretation, and synthesis of themes. Braun and Clarke (2006) explain that thematic analysis provides a systematic approach for identifying patterns and developing meaningful themes from qualitative data.

In this study, thematic analysis was conducted by categorizing literature findings into three major theoretical themes: (1) psychoanalytic perspective, focusing on unconscious processes, self-awareness, and emotional regulation; (2) behavioristic perspective, focusing on learning processes, reinforcement, and environmental influence; and (3) humanistic perspective, focusing on self-development, empathy, and self-actualization.

The final analysis involved comparing these three perspectives to identify similarities, differences, and complementary contributions in explaining teacher personality development. Through this synthesis process, the study developed an integrated conceptual understanding of teacher personality as a multidimensional developmental process.

## RESULTS

The literature synthesis identified several patterns regarding teacher personality development through psychological perspectives. Based on the reviewed literature, teacher personality development was found to involve interconnected dimensions related to internal psychological processes, behavioral formation, interpersonal relationships, and continuous

personal development. The findings were organized into three main themes: (1) identified dimensions of teacher personality development, (2) psychological mechanisms underlying teacher personality formation, and (3) comparative synthesis of psychological perspectives.

**1. Identified Dimensions of Teacher Personality Development**

The analysis of the selected literature indicates that teacher personality development consists of several interconnected dimensions that influence professional behavior and teacher characteristics. The synthesis identified four major dimensions: self-awareness, behavioral consistency, interpersonal competence, and personal growth.

The first dimension identified was self-awareness, which refers to teachers' ability to recognize their emotions, motivations, personal characteristics, and psychological responses. The reviewed literature shows that self-awareness frequently appears as an important component in discussions of teacher personality because teachers need to understand their own internal conditions when interacting with students and managing professional responsibilities.

The second dimension was behavioral consistency, which refers to the development of stable professional behaviors through repeated experiences, learning processes, and environmental influences. The literature indicates that characteristics such as discipline, responsibility, and professional commitment are associated with behavioral patterns that develop through continuous practice and reinforcement.

The third dimension was interpersonal competence, which refers to teachers' ability to establish positive relationships with students and other educational stakeholders. The reviewed studies highlight that communication skills, empathy, openness, and the ability to understand students' conditions represent important aspects of teacher personality development.

The fourth dimension was personal growth, which refers to the continuous process of improving personal qualities, professional abilities, and self-development. The literature synthesis indicates that teacher personality development is not limited to professional performance but also involves ongoing growth as an individual. The identified dimensions are summarized in Table 1.

**Table 1. Dimensions of Teacher Personality Development Identified from Literature**

| Dimension | Description | Related Psychological Perspective |
|---|---|---|
| Self-awareness | Recognition of emotions, motivations, and personal characteristics | Psychoanalytic perspective |
| Behavioral consistency | Development of stable professional behaviors through learning and reinforcement | Behavioristic perspective |
| Interpersonal competence | Ability to build meaningful relationships and communicate effectively | Humanistic perspective |
| Personal growth | Continuous improvement and development of personal potential | Humanistic perspective |

## 2. Psychological Mechanisms in Teacher Personality Formation

The literature synthesis revealed that teacher personality formation occurs through several interconnected psychological mechanisms. These mechanisms describe how teachers develop professional characteristics through internal psychological processes, behavioral learning experiences, and continuous personal development. Based on the reviewed literature, three major mechanisms were identified, namely internal psychological processes, behavioral learning processes, and personal growth processes. These categories represent different explanations regarding how personality characteristics emerge and develop within the teaching profession.

The identified mechanisms demonstrate that teacher personality is not formed through a single process but through interactions between individual psychological factors and external experiences. The reviewed literature shows that psychological awareness, environmental influences, learning experiences, and self-development contribute to the formation of teacher characteristics. The synthesis of these mechanisms provides an integrated perspective for understanding how teachers develop personal qualities that are relevant to professional responsibilities.

### a. Internal Psychological Processes

The first mechanism identified from the literature was the role of internal psychological processes in shaping teacher personality. The psychoanalytic perspective emphasizes that personality development is influenced by internal psychological dynamics, including emotional experiences, personal conflicts, unconscious processes, and individual interpretations of experiences. These internal processes contribute to how individuals understand themselves and respond to different situations. Within the teaching profession,

these psychological mechanisms are related to teachers' ability to recognize emotions, regulate responses, and evaluate personal behaviors.

The analysis indicates that self-awareness, emotional regulation, and self-control are frequently identified as important components of teacher personality development. Teachers encounter various professional situations that require emotional management, including classroom challenges, student diversity, interpersonal conflicts, and professional pressures. The reviewed literature shows that teachers' responses to these situations are associated with their capacity to understand internal conditions and manage behavioral reactions. Therefore, psychological awareness represents one of the mechanisms involved in the development of professional teacher characteristics.

Furthermore, the reviewed literature identifies personal experiences as an important factor influencing personality development. Previous experiences, particularly those related to social relationships, education, and professional interactions, may contribute to how teachers interpret situations and construct behavioral patterns. These experiences influence teachers' approaches to problem-solving, communication, and decision-making within educational environments. The synthesis indicates that internal psychological processes represent an important mechanism through which teachers develop self-reflective abilities and professional awareness.

**b. Behavioral Learning Processes**

The second mechanism identified was behavioral learning processes. The literature indicates that teacher personality formation is influenced by continuous interactions between individual behavior and environmental conditions. From a behavioristic perspective, personality-related behaviors develop through learning experiences, reinforcement, feedback, and repeated practice. This mechanism highlights that professional characteristics can be strengthened through systematic experiences within educational settings.

The synthesis shows that several teacher characteristics, including discipline, responsibility, consistency, and classroom management skills, are associated with behavioral learning processes. These characteristics are developed through repeated professional activities, institutional expectations, and interactions with students and colleagues. The reviewed literature indicates that teachers gradually establish behavioral patterns through daily teaching experiences and professional adaptation. As a result, professional behaviors become increasingly stable through continuous reinforcement and practice.

The analysis also identifies the importance of environmental factors in maintaining and developing teacher behaviors. School culture, professional training programs, leadership support, and workplace expectations contribute to shaping teachers' behavioral patterns. Positive reinforcement and constructive feedback may encourage teachers to maintain effective professional practices, while limited support may influence the consistency of professional behaviors. The findings demonstrate that teacher personality formation involves not only individual characteristics but also behavioral processes developed through interactions with professional environments.

**c. Personal Growth Processes**

The third mechanism identified was personal growth processes. The humanistic perspective emphasizes that personality development involves individuals' capacity to understand themselves, improve their abilities, and achieve personal potential. The literature synthesis indicates that personal growth is associated with self-reflection, meaningful experiences, and continuous improvement throughout professional development. In the context of teaching, this mechanism highlights the importance of teachers as individuals who continue to develop both personally and professionally.

The analysis found that empathy, openness, authenticity, and self-development frequently appear as important characteristics related to teacher personality. These characteristics are commonly associated with teachers' abilities to understand students, establish supportive relationships, and create meaningful learning interactions. The reviewed literature indicates that teacher personality development extends beyond technical teaching competence and includes emotional and interpersonal dimensions. These findings show that personal qualities represent important elements in shaping teachers' professional identity.

Furthermore, the reviewed sources indicate that teachers experience continuous personality development throughout their professional journey. Reflection on teaching experiences, interactions with students, and engagement in professional activities contribute to the development of personal and professional characteristics. The synthesis demonstrates that personal growth functions as a mechanism through which teachers improve their awareness, interpersonal abilities, and professional identity. Therefore, humanistic perspectives provide an important dimension in understanding teacher personality as an ongoing developmental process.

### 3. Comparative Synthesis of Psychological Perspectives

The comparative analysis identified differences and similarities among psychoanalytic, behavioristic, and humanistic perspectives in explaining teacher personality development. The psychoanalytic perspective primarily emphasizes internal psychological processes, including unconscious influences, emotional regulation, and self-awareness. The behavioristic perspective focuses on observable behaviors and highlights the role of learning experiences, reinforcement, and environmental factors in shaping personality-related behaviors. Meanwhile, the humanistic perspective emphasizes personal development, individual potential, empathy, and self-actualization.

Although these perspectives emphasize different mechanisms, the literature synthesis shows that all three perspectives contribute to explaining teacher personality development. Each perspective provides a different analytical focus regarding how teachers develop psychological characteristics and professional behaviors. The comparison of the three perspectives is presented in Table 2.

**Table 2. Comparative Synthesis of Psychological Perspectives on Teacher Personality Development**

| Psychological Perspective | Main Concepts Identified | Related Teacher Personality Aspects |
|---|---|---|
| Psychoanalysis | Unconscious processes, personality structure, emotional regulation | Self-awareness, emotional control, reflection |
| Behaviorism | Stimulus-response, reinforcement, environmental influence | Discipline, consistency, professional habits |
| Humanistic Psychology | Self-development, empathy, self-actualization | Personal growth, openness, interpersonal competence |

Overall, the literature synthesis demonstrates that teacher personality development involves multiple psychological mechanisms operating simultaneously. The findings indicate that personality formation includes internal awareness, behavioral learning, environmental interaction, and personal development processes. The integration of these findings provides a comprehensive overview of how psychological perspectives explain the formation and development of teacher personality.

## DISCUSSION

The findings of this study demonstrate that teacher personality development is a complex process involving psychological awareness, behavioral adaptation, interpersonal

competence, and continuous personal growth. The integration of psychoanalytic, behavioristic, and humanistic perspectives provides a broader understanding of how different psychological mechanisms contribute to the formation of teacher characteristics and professional identity. This section further discusses the meaning of these findings by relating them to relevant theories, previous studies, and their implications for teacher development.

## 1. Understanding Teacher Personality Development as a Multidimensional Psychological Process

The findings of this study indicate that teacher personality development should not be understood merely as a fixed set of individual traits but as a dynamic developmental process involving psychological awareness, behavioral adaptation, interpersonal relationships, and personal growth. This perspective is consistent with the view of personality proposed by Allport (1961), who conceptualized personality as a dynamic organization of psychological systems that influence individual patterns of thinking, feeling, and behaving. In the context of teaching, personality development occurs through continuous interactions between internal characteristics and external experiences. Teachers develop professional identities through their psychological processes, learning experiences, social interactions, and engagement within educational environments. Therefore, teacher personality represents a developmental construct that changes and evolves throughout professional life.

The multidimensional nature of teacher personality development is supported by research showing that effective teaching is influenced by various psychological and professional characteristics. Klassen & Tze (2014) demonstrated through meta-analysis that teacher psychological characteristics, including self-efficacy and personality-related factors, are associated with teaching effectiveness. These findings suggest that teacher effectiveness cannot be explained solely by pedagogical knowledge or technical competence but also requires consideration of personal and psychological dimensions. Similarly, Göncz (2017) emphasized that teacher personality should be examined through broader psychological perspectives because teachers' characteristics influence professional identity, classroom behavior, and interactions with students. Thus, understanding teacher personality requires an integrated approach that considers multiple dimensions of human development.

The relationship between internal and external factors in teacher personality development can also be explained through Bandura's (1986) social cognitive theory.

Bandura proposed that human behavior develops through reciprocal interactions between personal factors, behavior, and environmental conditions. This framework supports the finding that teacher personality is shaped not only by internal psychological characteristics but also by professional experiences, institutional environments, and social interactions. Within educational settings, teachers continuously adapt their behaviors based on classroom experiences, feedback from colleagues, institutional expectations, and relationships with students. Consequently, personality development among teachers represents an ongoing process of adaptation between individual characteristics and contextual influences.

Furthermore, teacher personality development involves cognitive, emotional, social, and moral dimensions that contribute to professional functioning. Shulman (1987) highlighted that teacher professionalism involves more than subject knowledge because effective teaching requires the integration of knowledge, values, judgment, and understanding of learners. This perspective aligns with the current findings that teacher personality includes emotional regulation, interpersonal competence, and professional responsibility. Darling-Hammond (2017) further argued that high-quality teachers require continuous professional learning that integrates knowledge development with reflective practice and professional values. Therefore, teacher personality development should be viewed as an essential component of broader teacher professional development rather than as an isolated psychological characteristic.

The integration of psychological perspectives in this study provides a broader explanation of how teachers develop professional characteristics over time. Previous studies have shown that teacher-related factors significantly contribute to educational quality and student learning outcomes (Hattie, 2009; López-Martín et al., 2023). However, teacher personality development involves complex mechanisms that include self-awareness, behavioral learning, and personal growth. The combination of psychoanalytic, behavioristic, and humanistic perspectives provides a more comprehensive framework for explaining these mechanisms. Therefore, teacher personality development can be understood as a dynamic developmental process involving psychological awareness, behavioral adaptation, and continuous personal growth.

## 2. Internal Psychological Processes and the Development of Teacher Self-Regulation

The findings indicate that internal psychological processes represent an important mechanism underlying teacher personality development, particularly in relation to self-awareness, emotional regulation, and self-control. This finding supports the psychoanalytic perspective, which emphasizes that human behavior is influenced by internal psychological dynamics, including unconscious processes, emotional experiences, and personal conflicts (Freud & Strachey, 1989). In the context of teaching, these internal processes are relevant because teachers frequently encounter complex situations that require emotional management and reflective decision-making. Teachers are not only expected to deliver instructional content but also regulate their emotions, attitudes, and responses when interacting with students. Therefore, teacher personality development involves the continuous development of psychological awareness that enables teachers to manage themselves effectively.

Freud's theory of personality provides an important foundation for understanding how internal psychological mechanisms influence professional behavior. The interaction between id, ego, and superego explains how individuals regulate personal desires, external demands, and moral considerations when making decisions (Freud & Strachey, 1989). For teachers, the ego function can be associated with the ability to balance personal emotions with professional responsibilities in educational contexts. The capacity to control frustration, respond appropriately to student behavior, and maintain ethical standards reflects the importance of psychological regulation in teacher professionalism. These findings extend previous discussions by showing that teacher personality is not solely reflected through observable behaviors but is also influenced by internal regulatory processes.

The importance of self-regulation in teacher development is also supported by contemporary psychological research. Zimmerman (2000) explained that self-regulation involves individuals' ability to monitor, control, and evaluate their thoughts, emotions, and behaviors to achieve specific goals. Within the teaching profession, self-regulation enables teachers to adapt their instructional approaches, manage classroom challenges, and maintain professional motivation. Similarly, Jennings & Greenberg (2009) emphasized that teachers' social and emotional competencies influence classroom management, teacher-student relationships, and classroom climate. These findings suggest that psychological awareness

and emotional regulation represent fundamental components of effective teacher personality development.

Furthermore, the role of reflection in developing teacher self-awareness has been emphasized in teacher education literature. Schön (1983) argued that professional practitioners develop expertise through reflective processes that allow them to evaluate experiences and improve future actions. In teaching contexts, reflection enables teachers to identify personal strengths, recognize emotional patterns, and modify behaviors according to professional expectations. This reflective process aligns with the psychoanalytic emphasis on understanding internal experiences as a basis for behavioral improvement. Thus, internal psychological processes contribute not only to individual personality development but also to the continuous refinement of professional identity.

Overall, the findings demonstrate that psychoanalytic perspectives provide valuable insights into understanding teacher personality formation through internal psychological mechanisms. Although psychoanalysis has limitations when explaining observable behavioral changes, its emphasis on self-awareness and emotional processes complements other perspectives that focus on environmental learning and personal growth. The integration of psychological awareness with professional practice allows teachers to develop stronger self-regulation abilities and maintain appropriate professional behaviors. This finding is consistent with broader research indicating that teachers' emotional and psychological characteristics influence teaching quality and professional effectiveness. Therefore, internal psychological processes should be considered a fundamental dimension in developing reflective and emotionally competent teachers.

### 3. Behavioral Learning Processes and Professional Behavior Formation

The findings of this study indicate that behavioral learning processes represent an important mechanism in teacher personality development, particularly in the formation of professional behaviors such as discipline, responsibility, consistency, and classroom management. This finding supports the behavioristic perspective, which explains that human behavior develops through interactions between stimulus, response, reinforcement, and environmental conditions (Skinner, 1965). Within educational contexts, teachers develop professional behaviors through repeated experiences, feedback, training, and adaptation to institutional expectations. These processes demonstrate that teacher personality is not only influenced by internal characteristics but also shaped through continuous learning

experiences. Therefore, professional teacher behavior can be understood as a result of ongoing behavioral development within specific environments.

Skinner's behavioristic theory provides an explanation of how repeated experiences contribute to the establishment of stable professional behaviors. According to Skinner, (1965), behaviors that receive positive reinforcement are more likely to be maintained and strengthened over time. In the teaching profession, reinforcement may occur through feedback from school leaders, recognition from colleagues, student responses, or successful classroom experiences. These reinforcement processes contribute to the development of behavioral patterns that support professional responsibilities. Thus, teacher personality formation involves a learning process where professional behaviors are gradually constructed through interaction with environmental consequences.

The role of environmental factors in teacher personality development is also consistent with Bandura's (1986) social cognitive theory, which emphasizes reciprocal interactions between personal factors, behavior, and environment. Although behaviorism primarily focuses on observable behavior, social cognitive theory expands this explanation by recognizing that individuals actively interpret and respond to their surroundings. Teachers learn not only through direct reinforcement but also through observation, professional modeling, and social interaction within educational communities. This perspective explains why school culture, leadership practices, and professional networks influence the development of teacher characteristics. Consequently, teacher personality formation occurs through both behavioral adaptation and active engagement with professional environments.

The findings also align with research on teacher professional development, which highlights the importance of continuous learning opportunities and supportive institutional contexts. Darling-Hammond (2017) explained that effective professional development requires sustained engagement, collaboration, and opportunities for teachers to apply new knowledge in practice. Similarly, Avalos (2011) emphasized that teacher professional development is a continuous process shaped by experiences, reflection, and contextual factors. These studies support the finding that professional characteristics such as responsibility, commitment, and instructional consistency are developed through long-term processes rather than acquired instantly. Therefore, behavioral learning mechanisms provide an important explanation for how teachers gradually develop professional identities.

However, the behavioristic perspective alone may not fully explain the complexity of teacher personality because human behavior is not determined exclusively by external reinforcement. Teachers also possess internal motivations, personal values, and reflective capacities that influence their professional actions. The integration of behavioristic explanations with psychoanalytic and humanistic perspectives provides a more comprehensive understanding of teacher personality development. While behaviorism explains how professional behaviors are formed and maintained through experience and reinforcement, other perspectives explain internal awareness and personal growth. Therefore, behavioral learning processes should be viewed as one essential component within a broader framework of teacher personality development.

**4. Personal Growth and Humanistic Development of Teacher Character**

The findings of this study indicate that personal growth represents an essential mechanism in teacher personality development, particularly in relation to empathy, authenticity, openness, and continuous self-improvement. This finding is consistent with the humanistic perspective, which views individuals as active agents who possess the capacity to develop themselves and achieve personal potential (Maslow, 1954; Rogers, 1961). Unlike perspectives that primarily emphasize unconscious processes or environmental reinforcement, humanistic psychology highlights the importance of personal meaning, self-understanding, and individual growth. Within the teaching profession, personality development involves not only acquiring professional skills but also developing personal qualities that support meaningful educational relationships. Therefore, teacher personality can be understood as a continuously evolving process shaped by reflection, experience, and personal development.

Maslow's theory of self-actualization provides a framework for understanding how teachers develop beyond basic professional competence toward higher levels of personal and professional growth. According to Maslow (1954), individuals have the potential to achieve self-actualization through continuous development, creativity, and realization of personal capabilities. In the context of teaching, self-actualization may be reflected through teachers' commitment to improving their practices, understanding students' needs, and pursuing professional excellence. The findings suggest that teachers who engage in continuous self-development are more likely to demonstrate characteristics associated with professional

maturity. Thus, humanistic psychology contributes to explaining the developmental aspect of teacher personality formation.

The importance of empathy and authentic relationships in teacher personality development is also supported by Rogers's (1961) humanistic theory. Rogers emphasized that effective human relationships require authenticity, acceptance, and empathy as fundamental conditions for meaningful interaction. In educational contexts, these characteristics are reflected in teachers' ability to understand students' perspectives, respect individual differences, and create supportive learning environments. Previous research has demonstrated that teachers' social and emotional competencies are associated with classroom climate and teacher-student relationships (Jennings & Greenberg, 2009). These findings reinforce the view that interpersonal qualities represent an important dimension of teacher personality rather than merely additional professional skills.

Furthermore, the humanistic perspective expands the understanding of teacher professionalism by emphasizing the relationship between personal development and educational practice. Teachers are not only expected to master instructional strategies but also develop awareness of their values, beliefs, and relationships with learners. Effective teacher professional development should include opportunities for reflection, collaboration, and continuous improvement (Desalisa & Tantiado, 2026; Sun & Liu, 2023; Wambua et al., 2026). This perspective aligns with the findings that teacher personality develops through meaningful professional experiences and reflective processes. Therefore, personal growth functions as a mechanism that connects individual development with professional responsibilities.

The integration of humanistic perspectives with psychoanalytic and behavioristic approaches provides a more comprehensive explanation of teacher personality development. While psychoanalysis explains the importance of internal awareness and behaviorism explains the role of environmental learning, humanistic psychology emphasizes teachers' capacity for growth and transformation. This integrated perspective demonstrates that teacher personality involves not only managing emotions and developing professional behaviors but also pursuing continuous personal improvement. Previous research on teacher effectiveness has also emphasized that teachers' psychological and interpersonal characteristics contribute to educational quality Therefore, personal growth should be

considered a central element in developing teachers who possess both professional competence and strong personal character.

## 5. Comparison with Previous Studies: Positioning Teacher Personality Development within Existing Literature

The findings of this study extend previous research by presenting teacher personality development as an integrated psychological process involving internal regulation, behavioral adaptation, and personal growth. Previous studies have examined teacher characteristics from different perspectives, but most research has focused on specific dimensions rather than integrating multiple psychological explanations. Klassen & Tze (2014), for example, demonstrated that teachers' psychological characteristics, including personality-related factors and self-efficacy, are associated with teaching effectiveness. Similar to the present study, their research recognizes that teacher-related psychological factors contribute to professional performance. However, their meta-analysis primarily examined relationships between teacher characteristics and effectiveness outcomes, whereas this study focuses on explaining the developmental mechanisms underlying teacher personality formation.

The findings also share similarities with Göncz (2017) conceptual discussion, which emphasized that teacher personality should be understood through broader psychological perspectives rather than limited trait-based approaches. Both studies argue that teacher personality involves complex psychological dimensions that influence professional behavior and educational interactions. However, the present study differs by extending this perspective through the integration of psychoanalytic, behavioristic, and humanistic theories. While Göncz (2017) primarily reviewed psychological approaches to teacher personality, this study specifically synthesizes how different theoretical perspectives explain the processes through which teacher personality develops. This distinction highlights the contribution of the present study in constructing a more comprehensive conceptual framework.

Furthermore, the findings are consistent with Jennings and Greenberg (2009), who emphasized the importance of teachers' social and emotional competence in creating positive classroom environments. Both studies identify emotional regulation, empathy, and interpersonal competence as important dimensions of effective teacher characteristics. However, Jennings & Greenberg (2009) focused primarily on the relationship between teachers' social-emotional competence and classroom outcomes, whereas this study examines the broader psychological processes that contribute to the development of those

characteristics. Therefore, the current study expands previous research by explaining the theoretical mechanisms that may underlie teachers' emotional and interpersonal competencies.

The present findings also complement Avalos's (2011) research on teacher professional development, which highlighted that teachers continuously develop through experience, reflection, and professional learning. Similar to Avalos's perspective, this study views teacher development as an ongoing process rather than a completed achievement acquired at the beginning of a teaching career. However, previous professional development research often emphasizes training programs, instructional improvement, and professional practices, while the present study focuses specifically on personality formation as a psychological developmental process. This difference indicates that teacher development requires attention not only to professional skills but also to personal characteristics that shape teachers' professional identities.

Overall, the comparison with previous studies demonstrates that the present research provides a complementary contribution to existing literature. Previous studies have established the importance of teacher characteristics, emotional competence, and professional development, while this study integrates these perspectives into a broader explanation of teacher personality formation. The findings suggest that teacher personality development emerges from the interaction between psychological awareness, environmental learning, and personal growth. Therefore, an integrative psychological framework may provide a more comprehensive understanding of how teachers develop characteristics that support professional practice.

## 6. Research Limitations and Directions for Future Research

This study has several limitations that should be considered when interpreting the findings. First, this research employed an integrative literature review approach and did not involve direct empirical data collection from teachers or educational institutions. Therefore, the findings represent conceptual synthesis based on existing literature rather than empirical measurement of teacher personality development in specific educational contexts. Although literature review provides opportunities to integrate diverse theoretical perspectives, the interpretation remains dependent on the availability and quality of previous studies. Future research should validate the proposed framework through empirical investigation involving teachers from different educational settings.

Second, this study primarily focused on three major psychological perspectives: psychoanalysis, behaviorism, and humanistic psychology. These perspectives provide important explanations regarding internal processes, behavioral formation, and personal growth, but they do not represent all possible approaches to understanding teacher personality. Other perspectives, such as personality trait theory, positive psychology, emotional intelligence theory, and social identity theory, may provide additional explanations regarding teacher characteristics and professional development. Future studies could integrate multiple theoretical frameworks to develop a broader understanding of teacher personality formation.

Third, the reviewed literature mainly discusses teacher personality from general educational and psychological perspectives. Differences in cultural background, educational systems, and social expectations may influence how teacher personality develops and is expressed. Therefore, future research should examine teacher personality development across different cultural and educational contexts using comparative or cross-cultural approaches. Such studies may provide deeper insights into how contextual factors interact with psychological mechanisms in shaping teacher characteristics.

Future research may also apply longitudinal research designs to examine how teacher personality changes throughout different stages of professional development. Longitudinal studies could investigate how teaching experiences, professional challenges, institutional support, and reflective practices influence personality development over time. In addition, mixed-method research combining quantitative measurement and qualitative exploration may provide a more comprehensive understanding of the relationship between teacher personality, professional identity, and educational outcomes.

Despite these limitations, this study contributes a conceptual framework that positions teacher personality development as a multidimensional process involving psychological awareness, behavioral adaptation, and personal growth. The findings provide theoretical implications for teacher education by suggesting that professional development programs should consider both technical competencies and psychological development. Future research can further examine this framework empirically to determine how different psychological mechanisms contribute to teacher effectiveness and professional sustainability.

## CONCLUSION

This study concludes that teacher personality development is a multidimensional developmental process shaped by psychological awareness, behavioral adaptation, and personal growth. The literature synthesis demonstrates that psychoanalytic, behavioristic, and humanistic perspectives provide complementary explanations regarding how teacher personality develops within professional contexts. The psychoanalytic perspective highlights the importance of self-awareness and emotional regulation, the behavioristic perspective explains the role of learning experiences and environmental reinforcement, while the humanistic perspective emphasizes personal growth, empathy, and self-development. Together, these perspectives indicate that teacher personality is not merely an individual characteristic but a continuously evolving process influenced by internal and external factors.

The contribution of this study lies in providing an integrative psychological framework for understanding teacher personality development. Previous studies have frequently examined teacher characteristics through specific dimensions, such as personality traits, self-efficacy, emotional competence, or professional development. This study extends existing knowledge by synthesizing three major psychological perspectives into a broader conceptual explanation of how teacher personality formation occurs. The proposed framework contributes theoretically by connecting psychological processes, behavioral mechanisms, and personal development as interconnected elements of teacher professional identity.

This study also provides practical implications for teacher education and professional development programs. The findings suggest that teacher development should not focus exclusively on pedagogical knowledge and technical competencies but should also consider psychological and personal dimensions, including self-reflection, emotional regulation, interpersonal competence, and continuous self-improvement. Developing these aspects may support teachers in building professional characteristics that are relevant to educational practice. However, the findings should be interpreted within the scope of a literature-based study.

Future research should empirically examine the proposed framework through studies involving teachers from diverse educational contexts. Longitudinal research may provide deeper insights into how teacher personality develops throughout different stages of professional experience. Furthermore, future studies may integrate quantitative and

qualitative approaches to investigate the relationship between psychological characteristics, teacher personality development, professional identity, and educational outcomes. Such research can strengthen empirical understanding of the mechanisms underlying teacher personality formation.

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