

The Required Personal Traits and Professional Competencies for Primary School Teachers

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Abstract:

Objectives: The study aimed to identify the importance of personal traits and professional competencies necessary for primary school teachers from the point of view of supervisors and experts in the Kingdom of Saudi Arabia.

Methods: I followed the descriptive survey approach by giving a questionnaire to a sample of (91) experts in the fields of curricula, teaching methods and childhood education, and the number of educational supervisors reached (298) educational supervisors.

Results & Conclusions: The study came out of: The most prominent personal characteristics necessary for primary school teachers from the point of view of educational supervisors in the following order: (extroversion, neuroticism, alertness, openness to experience, acceptance). The most prominent personality traits necessary for primary school teachers from the point of view of experts (faculty members) were in the following order: (extroversion, vigilance of conscience, neuroticism, openness to experience, and acceptability). The most important dimensions of the professional competencies necessary for primary school teachers from the point of view of educational supervisors are in the following order: (classroom environment, evaluation, ethics and values of the learning profession, communication and social interaction, knowledge, planning, implementation, professional development). The most important dimensions of the professional competencies necessary for primary school teachers from the point of view of experts were as follows: (knowledge, planning, communication and social interaction, evaluation, implementation, classroom environment, ethics, and values of learning the profession, professional development).

Keywords: *Personal traits; professional competencies; primary grades.*

1 Introduction

Understanding the teacher's role in the education process is crucial. Teachers need to possess skills in planning, organizing, and evaluating to ensure the delivery of appropriate and well-structured educational content. Additionally, teachers should be enthusiastic about continuous learning and professional development, able to think critically, analytically, and innovatively in teaching methods. Teachers should also have patience, empathy, and the ability to handle the challenges of the classroom and the diverse needs of students. Generally, the teacher's role is crucial in shaping the learning experience for students, and their central role in the educational process should be respected and valued. Teacher communication with the learning environment remains part of their role in the educational process, as different educational systems prioritize it. Teachers are expected to fulfill their professional duties and keep up with cognitive changes, scientific breakthroughs, and recent educational advancements.

Teaching requires qualities, knowledge, skills, and ethical standards to create an inclusive learning environment, transmit information effectively, promote critical thinking, problem-solving, and creativity, adapt instruction, promote engagement and motivation, serve as ethical role models, and engage in continuous professional development. (Petrovici, 2014). Research suggests that effective teaching goes beyond the cognitive dimension and includes the development of the physical, emotional, moral, and intellectual dimensions of students. The role of a female teacher is considered important in the modern world as they can positively influence short-term and long-term learning outcomes for students. These outcomes include grades, mental health, motivation to learn, and engagement in extracurricular activities. As a result, numerous research studies have been conducted to understand the characteristics that distinguish effective teachers from others, given the variation in teachers' ability to positively influence student outcomes. (Kell, 2019).

These characteristics can be classified into two main categories: general personality traits, and executive competencies in the form of professional duties. It is important to ensure that the more the teacher can collect these characteristics and integrate them into her personality, the more she will be able to possess effective educational

methods and practice a directive ability in the educational process inside and outside the classroom. And then, make a significant impact on the personalities of her students (Abdel-Azim and Abdel- Fattah, 2017). Personal traits and executive competencies are crucial for teachers. Personal traits such as empathy, patience, enthusiasm, and creativity contribute to creating a positive learning environment. Executive competencies such as effective communication, organization, adaptability, and problem-solving skills help teachers deliver effective lessons and manage dynamic classrooms. Integrating these qualities into their personalities allows teachers to positively influence students' academic and emotional development. (Darling, 2017).

The teaching profession requires teachers to possess qualities such as confidence, patience, creativity, adaptability, and strong communication skills. Research indicates that teachers who possess these qualities are more able to create a positive and motivating classroom environment and successfully interact with students to achieve their full potential. Female teachers may possess qualities such as nurturing and caring, which can be beneficial in creating a warm and supportive learning environment. On the other hand, male teachers may bring different perspectives and teaching methods, such as providing strong role models for students and promoting discipline and competition. (Al-Saqrati, 2015).

However, it is important to note that personal qualities are not gender specific. Teachers, regardless of their gender, can possess a diverse range of personal qualities, and it is through this diversity of qualities, alongside knowledge and teaching skills, that effective teaching can be achieved and positive outcomes for students can be realized. In conclusion, while the personal qualities of teachers regardless of gender are important, the focus should be on creating diverse teaching workforces that bring together a variety of perspectives and strengths to meet the needs of all students. (Mishra, 2020).

The importance of training and developing primary school teachers to cope with the rapid changes in the world cannot be overstated. It is crucial for teachers to possess love and care for children, a passion for teaching, knowledge of the subjects, and the ability to support and encourage students. They should also have a strong and integrated personality. It is recognized that

achieving professional aspirations requires more than just technical standards. Therefore, emphasis is placed on the comprehensive importance of personal development and qualities in the teaching profession.

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The focus of the education of pre-service teachers has become a constant feature in the discourse that related to the educational policies. Of which, education systems are subject to increasing pressures that drive them along converging paths of reform, and to move forward in adapting to social and economic changes, to become more effective and efficient than ever before. In addition, to comply with the needs of the labor market, and meeting the engines of international competition. Considering the results of the Kingdom of Saudi Arabia in the (TIMSS) Trends of the International Mathematics and Science Studies test in the year 2019, which shows that the average performance of fourth grade students in science reached (402) points, and that the average performance of Fourth-grade students in mathematics scored (398) points. In which, the Kingdom ranked 53rd out of 58 countries that participated in this test. This indicates the students' lack of basic knowledge in science and mathematics. Moreover, in the results of the (PISA) Program for International Student Assessment in 2019, which showed that 27% of students in the Kingdom of Saudi Arabia achieved the second level or higher, and that only 1% of students in the Kingdom of Saudi Arabia obtained scores that classified them within the fifth level or higher in mathematics. As a result, on what was announced by the Education and Training Evaluation Commission in its report in 2021, the overall low performance of male and female students in the fourth grade in the results of the (PIRLS) Progress in International Reading Literacy Study, and the national tests (competes). perhaps one of the most prominent reasons is the poor balance of

curriculum development with the development of teachers and the weak foundation in the kindergarten and primary stages, the focus on indoctrination and the lack of interest in reading, writing skills, and mathematics (Education and Training Evaluation Commission, 2021). Resulting from their low level of personal characteristics and professional competencies.

That is a great description of an ideal educational environment in the primary grades. It is important for teachers to create a positive and encouraging atmosphere where students feel supported and motivated to learn and grow. Having clear rules and well-thought-out teaching procedures helps to maintain a structured and organized classroom, which optimizes learning opportunities for students. Additionally, incorporating interactive and engaging activities can help to enhance the learning experience and stimulate students' curiosity and enthusiasm for learning. Ultimately, an ideal educational environment in the primary grades focuses on meeting the individual educational needs of students and fostering their overall personal development.

The problem of the study is determined in answering the following two questions:

- What are the personal traits necessary for primary school teachers from the point of view of supervisors and experts?
- What are the necessary professional competencies for primary school teachers from the point of view of supervisors and experts?

1.1 Terminology of Study

Personal traits: the behavioral dimensions apparent in the personality of the primary grade's teacher, which distinguishes her with the ability to convey those harmonious dimensions in an expressive or behavioral situation that expresses the facts of psychological organization in her personality in the school community.

Professional Competencies: The expected performance of the primary grades teacher in applying the necessary set of competencies in the educational situation in all professional aspects in a form that can. be measured, observed, and modified according to a specific frame of reference, and measured according to the items of the tool prepared for the purposes of the current study.

2 Materials and Methods

This study adopted the descriptive survey method, using the questionnaire tool, which is a survey of the opinions of experts in Saudi universities and educational supervisors about the personal traits and professional competencies of primary school teachers. After verifying the stability and validity of the tool, the researcher used the Statistical

2.1 Study Population and Sample

The study population consists of all faculty members specializing in curricula and Instruction, and early childhood specialization, at Umm Al-Qura University, Imam Abdul Rahman Al-Faisal University, Al-Baha University, and Najran University, whose number is (204) members, as well as all the educational supervisors for the primary grades. In the following departments:

Package for the Social Sciences (SPSS) program to analyze the study data and the averages were calculated. Arithmetic calculations and standard deviations for the responses of the two samples, and Alpha-Cronbach coefficient to calculate the reliability coefficient values for the study tool.

Mecca Al- Mukarramah Education Department, Al-Baha Education Department, Najran Education Department, and Jeddah Education Department. The following two tables show the distribution of the research community, the number of teaching staff according to each university and specialization, and the number of female educational supervisors in each of the selected departments. As shown in (Tables 1 & 2):

Table 1: Distribution of the study population (faculty members) according to the classification variables

Early Childhood Department	Curriculum and Instruction Department	University
27	75	Umm Al-Qura University
9	21	Imam Abdul Rahman bin Al-Faisal University
8	24	Al-Baha University
10	30	Najran University
204		Total

Table 2: Distribution of the study population (educational supervisors) according to the educational administration

The Number of female educational supervisors	Educational Administration
247	Mecca Education Administration
70	Al-Baha Education Administration
130	Najran Education Administration
300	Jeddah Education Administration
747	Total

The study was applied in the second semester of the year 1443 on a stratified random sample of (204) faculty members and (747) educational supervisors. (108) surveys were retrieved by the expert sample; with a response rate of (52.49%), and (344) surveys from the female educational supervisor's sample; with a response rate of (46.05%). After examining and analyzing the received responses, (17) surveys were excluded from the expert sample's responses, and (46)

surveys were excluded from the educational supervisors.

responses. This is due to its completeness, and thus the actual study sample consisted of (91) experts in the field of curricula, teaching methods and early childhood, and (298) educational supervisors. The following two tables show a description of the study sample according to its classification variables. As shown in (Tables 3& 4):

Table (3): Distribution of the study sample of experts according to classification variables (n = 91)

Percentage	Frequencies	Levels	Variable
%47.25	43	Umm Al-Qura University	University
%15.38	14	Imam Abdul Rahman bin Al-Faisal University	
%14.28	13	Al-Baha University	
%23.08	21	Najran University	
%80.22	73	curricula and Instruction	Specialization
%19.78	18	early childhood	

Table (4): Distribution of the study sample of female educational supervisors according to the classification variables (n = 298)

Percentage	Frequencies	Levels	Variable
%39.26	117	Mecca Education Administration	Employer (Educational Administration)
%9.37	29	Al-Baha Education Administration	
%18.12	54	Najran Education Administration	
%23.88	98	Jeddah Education Administration	

2.2 Study Tool

In its initial form, the tool consisted of two main domains, the first related to the personal traits necessary for primary school teachers with a total of (50) items distributed over (5) dimensions, and they are the five major factors of personality: neuroticism, extraversion, acceptability, openness to experience, and vigilance of conscience, by (10) paragraphs for each dimension. while the second domain relates to the professional competencies required for primary school teachers with a total of (76) paragraphs. It is distributed over (8) dimensions, as follows: competencies of learning profession ethics and values, planning competencies, knowledge competencies, implementation competencies, Evaluation competencies, educational classroom environment competencies, communication and social interaction competencies, professional growth competencies, by (10) items for each dimension except for the dimension of professional growth

competencies by (7) items. The level of response to each paragraph of the study tool was included according to the three-point.

Likert scale, high (3 degrees), medium (2 degrees), and weak (1 degree). The tool's validity was approved by presenting it to several arbitrators, and in the light of their opinions, some corrections were made. Its validity was confirmed by applying it to an exploratory sample from outside the study sample, numbering (15) experts from among the faculty members in the fields of curricula and instruction and the early childhood, (30) educational supervisor. After calculating Cornbrash's alpha coefficient. The value of the total stability coefficient for the first field related to personal characteristics was (0.86). While the value of the total stability coefficient for the second field related to professional competencies was (0.87). All of which are considered high value, confirming that the tool has a degree of high stability, and thus the study tool is ready for application.

from the point of view of supervisors and experts?" Statistical procedures were carried out and the following table shows that:

3 Results and Discussion

To answer the first study question: "What are the necessary personal traits of primary school teachers

Table (5): Distribution of the study population (faculty members) according to the classification variables

Expert			supervisors			The study sample	
Rank	Standard deviation	Arithmetic mean	Rank	Standard deviation	Arithmetic mean	Dimensions	n
3	0.40	2.39	2	0.53	2.43	Neuroticism	1
1	0.45	2.47	1	0.47	2.48	extraversion	2
5	0.44	2.00	5	0.49	1.99	acceptability	3
4	0.51	2.26	4	0.48	2.32	Openness to experience	4
2	0.45	2.42	3	0.86	2.37	vigilance of conscience	5
-	0.45	2.33	-	0.85	2.33	personality traits as a whole	

Table 5 shows that the total score of the educational supervisors' rate of the study sample for the importance of the five dimensions of personality

traits that should be available in the primary grades teacher came with an arithmetic average of (2.33). and standard deviation (0.85). This result is

considered an indication of the educational supervisors' appreciation of the importance of the role of the personal characteristics of primary school teachers as an important factor for teaching. This result is consistent with a study on the importance of analyzing the personality traits of primary school teachers. It plays an important role in the effectiveness of teaching practices. As the interaction between the teacher and the student at this stage depends directly on the personality of the teacher, and her personality, also affects her sensitivity towards the early childhood personality that is in its formative stages (Vorkapić, 2012).

Moreover, it shows that the most prominent personality traits that should be available in primary school teachers from the point of view of the educational supervisors of the study sample, according to the dimensions of the study, were as follows: the "extraversion dimension", with an average of (2.48). Followed by the "neuroticism" dimension with an average of (2.43). and then the "vigilance" dimension. conscience" with an average of (2.37). Followed by the fourth place after "openness to experience" with an average of (2.32). finally, after "acceptability" with an average of (1.99). Of which "acceptability" ranked first, then openness to experience came in second place, followed by vigilance of conscience in the third place, and came in fourth place after extraversion, while it came in last place after neuroticism (Al-Zahrani and Hariri, 2019). Moreover, it shows that the second dimension, extraversion, obtained the highest average (2.48), and thus it falls within the category of the sample's approval of the degree of (high) importance. Of sympathy, interest and care, activity and vitality, and a sense of humor, which all fall under the dimension of extroversion. (Thomas & Montgomery. 1998),) This result is consistent with the results of many previous studies that confirmed the existence of a relationship between the dimension of extraversion of the female teacher and the important variables of efficiency and the effectiveness of teaching and learning. For instance, the study that showed that extraversion positively predicts the self-efficacy of teachers (Sari, Atik & Çelik, 2021), and the study that showed through a meta-analysis that the dimensions of emotional exhaustion and depersonalization were negatively associated with extraversion dimension (Liu, et al., 2022).

Table (5) also shows that the first dimension, neuroticism, obtained the second highest average (2.43), and it falls within the category of the

sample's approval of the degree of importance (high). The ability to have emotional stability be patient, self-control, control emotions and negative feelings such as anger and agitation, all of which fall under the dimension of extraversion. This is because students of this stage are distinguished by their susceptibility to emotional arousal, jealousy, stubbornness, and challenge. This result is consistent with what was mentioned in a study on the importance of the primary grades teacher possessing the trait of emotional and emotional stability, as it is one of the important traits of the teacher who spends long periods with many children. Who are highly mobile, quick to anger, they always act according to their modernity, which is not subject to the logic and thinking of adults. (Muhammad, 2017). This result is also consistent with the results of the study, which showed that active primary grade teachers have lower levels of negative neurotic traits compared to the standard sample (Vorkapić, 2012). This result is consistent with the results of many previous studies. Of which confirmed the existence of a relationship between the positive traits of the female teacher's neuroticism dimension and important variables for the efficiency and effectiveness of teaching and learning. Such as: the study that showed that the negative traits of neuroticism negatively predict the self-efficacy of teachers (Sari, Atik & Çelik, 2021). In addition, the study showed that there is a statistically significant negative relationship between the dimensions of teaching competence and the trait of neuroticism among basic stage female teachers (Al-Saqrat, 2015).

The previous table also shows that the third dimension of acceptability got the lowest average (1.87), and it falls within the category of the study sample's agreement on the degree of importance (medium). This is what made educational supervisors appreciate its importance less than the rest of the dimensions. Moreover, this is consistent with what was mentioned in a study that teachers who have high acceptability traits are characterized by personal characteristics, such as: altruism, tolerance, compassion, and honest competition, and they are not subject to conflict, as they attach importance to the interests of others, and they care about students. surroundings and co-workers (Liu, et al., 2022), and this finding is partly consistent with what was shown by a study showing that pre-service American teachers place less importance on teachers' ability to acceptability, form social relationships with others, and flexibility (Gao &

Liu, 2013). The data contained in the previous table shows, the average of the experts' evaluation for the study sample of the importance of the five dimensions of personality traits that should be available in the primary grade's teacher came with a high degree. Thus, with an arithmetic mean (2.33) and a standard deviation (0.45). And this result is considered an indication of the experts' evaluation of the importance The role of the traits of primary school teachers as an important factor for teaching. In addition, this result agrees with a study in that the personal traits of the teacher are among the most important vital factors for learning. It is reflected in her/ his adopted approach, methods, and specific modalities through which she /he may prefer to manage the classroom and teach students, which confirms the urgent need to understand the personal traits of teachers (Fadaee, 2021).

It is also clear from the previous table that the most prominent personality traits that should be available in primary school teachers from the point of view of experts, the study sample, according to the dimensions of the study, was the "extraversion dimension" with an average of (2.47). This means equivalent to a high importance estimate, followed by the "conscientiousness dimension" with an average (2.47). 2.42), i.e., equivalent to a high importance estimate. Then after "Neuroticism" with an average of (2.39), i.e.: equivalent to a high importance estimate, followed by the fourth rank after "openness to experience" with an average of (2.26). Which is equivalent to a medium importance estimate. And finally, after "acceptability" with an average of (2.00), i.e.: equivalent to an estimate of medium importance, Moreover, this result differs with the results of the study. Of which showed that the order of the impact of personality dimensions on the professional excellence of female teachers was as follows, in the first-place acceptability. Then openness to experience in the second place, it comes in third place after conscience, and in fourth place is the extraversion dimension, while it comes in last

place after neuroticism (Al-Zahrani and Hariri, 2019).

It can also be attributed to the fact that the vigilance of conscience dimension has the second highest average (2.42) from the point of view of the study sample experts, to what was mentioned. Regarding the importance of the great vigilance of conscience factor in the systematic follow-up of the growth of primary school students in all fields: cognitive, social, affective, and motor (Vorkapić, 2012). This result is consistent with what was revealed by a study that the vigilance of conscience dimension has a significant impact on the professional excellence of female teachers in the East Jeddah office (Al-Zahrani and Hariri, 2019). 2012), and this result is also relatively consistent with what was revealed by a study about obtaining the dimension of vigilance of conscience as the second highest dimension available to primary stage teachers (Al-Saqrati, 2015). It also consistent with the results of a study that vigilance of conscience factor came in the second place in predicting the effectiveness of the primary school teacher (Melekeowei, 2014).

The acceptability dimension has the lowest arithmetic mean (1.95). This can be explained as it falls within the category of the study sample's agreement on the degree of (medium) importance. Making educational supervisors appreciate its importance less than the rest of the dimensions. this result consistent with the results of the study, which showed that the factor of acceptability was the least indicator of teacher effectiveness (Melekeowei, 2014), while this result differs with the results of the study, which showed that primary school teachers score high in dimensions of acceptability (Vorkapić, 2012).

To answer the second study question: " What are the necessary professional competencies for primary school teachers from the point of view of supervisors and experts? "Statistical procedures were carried out and the following table shows that:

Table (6): The Arithmetic Means and Standard Deviations of the Study Sample Responses

experts ¹			supervisors			The study sample	
Rank	standard deviation	arithmetic mean	rank	standard deviation	arithmetic mean	expert	N
7	0.47	2.43	3	0.55	2.39	Professional Learning Ethics and Values Competence	1
2	0.58	2.58	6	0.44	2.33	Planning Competence	2
1	0.41	2.68	5	0.48	2.34	Knowledge Competence	3
5	0.49	2.48	7	0.47	2.14	Implementation Competence	4
4	0.45	2.50	2	0.49	2.51	Evaluation Competence	5
6	0.41	2.44	1	0.43	2.58	Classroom Environment Competence	6
3	0.49	2.51	4	0.46	2.35	Communication and Social Interaction Competence	7
8	0.52	2.40	8	0.67	2.05	Professional Development Competence	8
-	0.49	2.50	-	0.50	2.34	Professional Competencies as a whole	

Table 6 shows that the average of the educational supervisors' evaluation of the study sample for the importance of the dimensions of professional competence that should be available in the primary grade's teacher came with a high degree, with an arithmetic mean (2.34) and a standard deviation (0.50). The teachers of the primary classes included in the study tool, and their agreement on its importance, and this result is consistent with the results of the study, which confirmed the existence of a very great importance for the professional competence of the teachers of the primary classes (Al-Shammari & Mansour, 2018).

Moreover, it shows that the most important dimensions of the professional competencies that should be available in primary school teachers from the point of view of educational supervisors, according to the dimensions of the study, were the "classroom environment" dimension with an average of (2.58), i.e. equivalent to a high importance estimate, followed by the "evaluation" dimension in the second rank, with an average of (2.51), that is, equivalent to a high importance estimate. and it came in the third rank after "learning profession ethics and values" with an average of (2.39), that is: equivalent to a high importance estimation. Followed by the fourth rank after "communication and social interaction" with an average (2.35) that is, equivalent to a high

importance estimate. While "knowledge" came in the fifth rank with an average of (2.34), that is: equivalent to a high importance estimate. Followed by the sixth rank after "planning" with an average of (2.33), that is: equivalent to a high importance estimate. Then, after "implementation" with an average of (2.14), which is equivalent to a high importance rating. Finally, after "professional Development" with an average of (2.05), which is equivalent to a medium importance rating. This result differs from what was shown by the results of a study. Of which ranking the importance of the dimensions of the relevant competencies required for classroom teachers to consider individual differences among students from the point of view of educational supervisors was the student field in the first place. Followed by the field of educational planning and implementation. And then in the field of evaluation (Ghanem & Shrouf & Hassan, 2020). In addition, this result differs with the results of the study (which showed that the ranking of the professional competencies of basic stage teachers in Jordan from the point of view of school principals and supervisors came as follows. In the first place is the field of planning. In the second place is the field of evaluation. In the third, place the field of classroom management, and in the fourth place the field of human relations (Al-Jaafara & Al-Zaydis, 2016).

The competence of the classroom environment, which scored the highest average of (2.58). This can be explained by the awareness of the educational supervisors of the study sample of the importance of the primary grade's teacher having the ability to provide a positive classroom environment. As it has a very important role in strengthening the effectiveness and efficiency of the educational process. Al-Zuhairi, (2015) states that class management is of paramount importance. Being linked to the success of the educational process, the success of the teacher, and the achievement of the objectives of the learning process, which makes its importance represented in creating an atmosphere of interaction. Which motivates students to learn, the impact of behaviors in the educational situation on the effectiveness of learning, and the impact of the learning environment on the effectiveness of learning.

It is also possible to attribute the evaluation competence to the second highest average (2.51) from the point of view of the educational supervisors of the study sample, to the status of the evaluation process in the teaching and learning process. Since a significant portion of class time is devoted to student evaluation and learning, suboptimal evaluation practices may hinder students' desired learning and motivation, and as such it is reasonable to say that the focus of attention on the classroom evaluation competence of female teachers is certainly justified. In this regard, we point out the need for the teacher to be qualified in classroom evaluation practices; this is because a variety of evaluation practices are adopted in the classroom to assess student learning outcomes, and much class time is spent on evaluation t-related activities. Teachers typically control classroom evaluation environments by choosing how they assess their students, the frequency of these assessments, and how they provide feedback for these assessments. (Koloi-Keaikitse, 2017)

the dimension related to the professional development competence has the lowest arithmetic average (2.05). and it falls within the category of the sample's approval of the degree of (medium) importance. due to the lack of sufficient awareness among the educational supervisors of the importance of the need of primary school teachers to possess the competencies that enable them to continuous self-improvement, professional development and renewal, and lifelong learning. In

addition, this study is relatively consistent with the results of the study, which showed that the level of professional development competence among mathematics teachers in the lower basic stage came to a moderate degree (Miqdadi and Ahmed, 2015).the data contained in table (6), shows that the average estimate of the experts for the study sample of the importance of the dimensions of professional competence that should be available in the primary grade's teacher came with a high degree, with an arithmetic mean (2.50) and a standard deviation (0.49). The teachers of the primary classes included in the study tool, and their agreement on its importance. Moreover, this result is consistent with the results of the study, which confirmed the existence of a very great importance for the educational competencies of the student teachers specializing in the primary classes' teacher (Al-Shammari and Mansour, 2018).

It is also clear from (Table 6) that the most important dimensions of professional competencies that should be available in primary school teachers from the point of view of experts according to the dimensions of the study is "knowledge" with an average of (2.68), I in the second place the dimension of "planning" with an average of (2.58). That is, equivalent to a high importance estimate. And it came in third place after the dimension of "Communication and Social Interaction" with an average of (2.51), meaning: equivalent to a high importance estimate. Followed by the fourth place the dimension of "Evaluation" with an average of (2.50), meaning: equivalent to an estimate of importance High. While the dimension of "implementation" ranked fifth with an average of (2.48), meaning with a high importance rating. Followed by the dimension of "classroom environment" with an average of (2.44), meaning: equivalent to a high importance rating. Then the dimension of "learning profession ethics and values." with an average of (2.43), meaning: with a high importance rating. Finally, the dimension of "professional development", with an average of (2.40), meaning: equivalent to a high importance.

This result differs with what was revealed by the results of a study that the ranking of the importance of the dimensions of the relevant competencies required for classroom teachers. To consider the individual differences among students from the point of view of educational mentors was the domain of the student in the first place. Followed by the domain of education planning and

implementation. Then in the domain of evaluation (Ghanem, Shrouf & Hassan, 2020). And this result differs with the results of the study, which showed that the ranking of the professional competencies of basic stage teachers from the point of view of school principals and supervisors came as follows: in the first place is the domain of planning. In the second place is the domain of evaluation and in the third place is the domain of management. The class, and in fourth place is the domain of human relations (Al-Jaafara & Al-Zaydis, 2016).

It can be explained that the competence of knowledge obtained the highest average of (2.68), from the point of view of the experts of the study sample to the role of the teacher's knowledge competence in shaping her teaching practices. Unlike the teacher's knowledge of the educational content, which is knowledge related to the subject (such as knowledge of creating effective teaching and learning environments in the Arabic language or Mathematics or science). General educational knowledge is a common and indispensable necessary base for female teachers across various subjects, for example: selecting educational theories, concepts, teaching methods that are most relevant and effective for a particular classroom situation, requires theoretical-scientific knowledge and practice-based knowledge, Professional judgment, and knowledge-based skills. Moreover, general educational knowledge for female teachers is an important source for effective teaching and learning. A study through an international review and meta-analysis method found that general educational knowledge is related to higher teaching quality and better results for students (Ulferts, 2018).

It is also possible to attribute the planning competence to the second highest average (2.58) from the point of view of experts, to the place of the planning process in the teaching and learning process. as it is the basis on which the subsequent stages of education are built. The lesson plan is supposed to contain the basic objectives, the indicators to be achieved, the content to be studied, the teaching methods used, and the learning media and resources, in addition to the assessment/evaluation. This result is consistent with what a study confirmed that planning is the basic condition for a good teaching process and performance. Good teaching performance for the teacher, which is one of the most important competencies of the teacher and indicates that

competence in education planning is part of the competencies associated with managing the important educational process to create good conditions for learning and influence the personal development of students (Gadušová, 2018).

It can be explained that the dimension related to the professional development competence, ranked last from the point of view of experts, despite its high importance rating with an arithmetic mean (2.40). Due to the interest of the study sample in the competencies that are directly related to the students' results in the first place. Such as the competence of planning, classroom management, and teaching implementation, while their appreciation of the importance of competencies that are not directly related to, demand, such as the teacher's professional growth, comes in the second place. This result can also be linked to the experts' realization of the existence of many obstacles that limit primary school teachers' possession of sufficient professional growth, including lack of training opportunities allocated to them, and high teaching loads. Administrative, lack of teacher time, weak incentives.

4 Conclusions

- The most prominent personal characteristics that should be present in primary grade teachers from the point of view of educational supervisors according to the dimensions of the study were: "the extroversion dimension" with an average of (2.48), followed by the "neuroticism" dimension with an average of (2.43), then the "conscientiousness" dimension with an average of (2.37), followed in fourth place after "openness to experience" with an average of (2.32), and finally after "acceptability" with an average of (1.99).
- The most prominent personal characteristics that should be present in primary grade teachers from the point of view of experts, according to the dimensions of the study, were: "the extroversion dimension" with an average of (2.47), meaning: equivalent to a high importance rating, followed by the "conscientiousness" dimension with an average of (2.42), meaning: equivalent to a high importance rating, then after "neuroticism" with an average of (2.39), meaning: equivalent to a high importance rating, followed in fourth place after "openness to experience" with an

average of (2.26), meaning: equivalent to a medium importance rating, and finally after "acceptability." With an average of (2.003), that is, equivalent to a rating of medium importance.

- The most important dimensions of professional competencies that should be available in primary grade teachers from the point of view of educational supervisors, according to the dimensions of the study, were: "the classroom environment dimension" with an average of (2.58), meaning: equivalent to a high importance rating, followed by the "evaluation" dimension in second place.
- With an average of (2.51), meaning: equivalent to a high importance rating, it came in third place after "Learning Profession Ethics and Values" with an average (2.39), meaning: equivalent to a high importance rating, followed in fourth place after "Communication and Social Interaction" with an average (2.35). That is: equivalent to a high importance rating, while "knowledge" came in fifth place with an average of (2.34), meaning: equivalent to a high importance rating, followed in sixth place after "planning" with an average of (2.33), meaning: equivalent to a high importance rating, then After "implementation" with an average of (2.14), meaning: equivalent to a high importance rating, and finally after "professional growth" with an average of (2.05), meaning: equivalent to a moderate importance rating.
- The most important dimensions of the professional components that should be available in primary grade teachers, from the study experts' point of view, are the "knowledge" dimension with an average of (2.68), that is: with its high importance, followed by the "planning" dimension in the following, with an average of Secondly (2.58), meaning: what is estimated to be of high importance, and came in third in addition after "communication and social interaction" with an average of (2.51), meaning: : equivalent to a high importance rating, followed in fourth place after "evaluation" with an average of (2.50), meaning: equivalent to a high importance rating, while "implementation" came in fifth place with an average of (2.48), meaning: equivalent to a high importance rating, followed in It ranked sixth after

"classroom environment" with an average of (2.44), meaning: with a high importance rating, then after "learning profession ethics and values" with an average of (2.43), with a high importance rating, and finally after "professional growth" with an average of (2.40), meaning: with Equivalent to a high importance rating.

4.1 Recommendations

- Preparing directed and codified training programs to build the personality of the primary grade's teacher in the aspect of extraversion, neuroticism, and conscientiousness, under the supervision of educational supervisors.
- Adding topics from realistic situations from the educational environment, in the curricula of the primary grade's teacher preparation programs, to develop the traits of their five dimensions.
- Motivating primary school teachers to do action research on the ethics of the teaching profession, which contributes to their professional development, and to set evaluation points in their annual performance evaluation.

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