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PERSONALITY AS A PATHWAY TO AUTONOMY: A SCOPING REVIEW

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Abstract:

In the contemporary education landscape, the intersection of personality and autonomy among teachers has become a focal point of interest and inquiry. As educators navigate the complex terrain of school environments, understanding the role of personality in shaping their autonomy is crucial for enhancing teaching practices and fostering professional development. This review explores the complex pathway linking personality to professional autonomy enactment to inform impactful policy and practice enhancements. Numerous studies have identified obstacles arising from instructor attitudes, uncertainties, and relational tensions around autonomy. However, the processes linking personality traits to promoting autonomy instruction remain unexplored. This scoping review addresses this gap by employing an advanced searching technique on the Scopus database, including studies published until 2023. The inclusion criteria encompassed empirical studies, theoretical frameworks, and systematic reviews that explored the relationship between personality traits and autonomy. Consequently, we unravel the multifaceted relationship between personality and teacher autonomy, delineating the challenges faced by educators, exploring applicable theories, and investigating the nuanced influence of personality traits. By presenting a comprehensive overview of these aspects, this study seeks to contribute valuable insights that can inform educational strategies, empower teachers, and guide future research endeavours in understanding the intricate dynamics of personality as a pathway to autonomy in the teaching profession. In addition, this study seeks to lay the foundation for further research, guiding future investigations and developing targeted interventions to enhance autonomy and individual agency.

Keywords:

Teacher, Autonomy, Personality, School

Introduction

Personality plays a vital role in developing autonomy, particularly in educational settings. Previous research has examined various factors such as teacher autonomy support, emotional intelligence, creativity, and multicultural education values that contribute to the enhancement of autonomy in students. Additionally, studies have explored the relationship between personality traits, parental support, and academic performance. This review article aims to synthesize and analyse existing literature to comprehensively understand how personality serves as a pathway to autonomy in educational contexts. Research on teacher autonomy support and its impact on externalizing problems in adolescents has demonstrated a direct and negative relationship (Ma, Ma, and Lan 2022). This suggests that when teachers provide autonomy support, it can potentially mitigate externalizing problems and foster adaptive youth behaviours. Furthermore, a study focused on implementing an Artificial intelligence (AI) curriculum in Hong Kong observed that the co-creation process enhanced teachers' knowledge and autonomy while students developed a positive attitude towards AI learning (Chiu et al. 2022). This highlights the significance of teacher autonomy in fostering students' engagement and competence in emerging fields.

Exploring Iranian EFL teacher educators' approaches to preparing teachers for creativity revealed several crucial factors, including content knowledge, creative learning environments, teaching methods, autonomy, and reflection (Meihami 2022). By emphasizing these elements, teachers can enhance their ability to promote creativity in the classroom. Additionally, research investigating emotional intelligence in secondary-school physical education students discovered that autonomy support directly predicted emotional intelligence and positive self-esteem (Granero-Gallegos, Gómez-López, and Manzano-Sánchez 2023). This highlights the importance of autonomy support in fostering emotional well-being and self-esteem. Notably, negative attitudes towards classroom observation in private language schools in Iran have been attributed to factors such as lack of autonomy, poor feedback quality, and job insecurity (Gholaminejad 2023). These findings underscored the importance of providing teachers with autonomy and supportive environments to ensure effective classroom observations. Similarly, the study examining multicultural education teachers' competencies discovered that individual teachers' autonomy is closely related to critical thinking, indicating its significance in promoting multicultural education (Nunvarova et al. 2023).

The relationship between student honesty and cheating at the post-secondary level was discovered to be moderated by teacher autonomy support (Bureau et al. 2022). In environments with low perceived autonomy support, student honesty was associated with cheating likelihood, while in high perceived autonomy support environments, this relationship was diminished. This suggests that teacher autonomy support plays a crucial role in mitigating cheating behaviors. Moreover, the role of personality traits, such as conscientiousness and openness, in academic performance has been recognized, with the perceived teacher and parent autonomy support also influencing academic success indirectly (Mammadov & Tozoglu 2023). This highlights the importance of autonomy support from both educators and parents in

fostering positive academic outcomes. Furthermore, parental and peer support have been identified as significant factors in developing school alienation among secondary school students, promoting academic motivation and school bonding (Morinaj et al. 2023). Finally, a study conducted with Turkish middle school students discovered that situational motivation influenced agentic and behavioral engagement more than proactive personality traits (Michou et al. 2023). This emphasizes the dynamic nature of the relationship between teachers' autonomy support and students' engagement.

Based on searching string in Table 1, this study focuses on the Scopus database. It suggests the search strategy for scoping review on the relationship between teachers' personality traits and their autonomy. Scoping 1 is likely to retrieve a broad range of articles that discuss any relationship between teacher autonomy and personality traits, attitudes, or challenges. On the other hand, scoping 2 is likely to yield a more focused set of articles that specifically discuss theoretical perspectives on the relationship between teacher autonomy and personality. Meanwhile, the third theme, scoping 3, explores how teachers' personality traits and attitudes influence their autonomy. Thus, the table indicates that this study is taking a systematic and comprehensive approach to the scoping review.

Table 1: Scopus Search String

Theme	Database
Scoping 1	"Teacher autonomy" AND (personality OR traits OR attitude) AND (issue* OR challenge*)
Scoping 2	TITLE-ABS-KEY ("Teacher autonomy" AND (personality OR traits OR attitude) AND theory*)
Scoping 3	TITLE-ABS-KEY ("Teacher autonomy" AND (personality OR traits OR attitude) AND influence)

Overall, the previous research suggests that personality traits, teacher autonomy support, emotional intelligence, creativity, and parental and peer support all play crucial roles in fostering autonomy in educational contexts. This review article aims to consolidate and analyze these findings to provide a comprehensive understanding of the significance of personality as a pathway to autonomy. Therefore, by synthesizing this knowledge, educators and policymakers can develop targeted interventions and design school-based activities that enhance students' autonomy and promote their overall well-being.

Review of Study

In the dynamic landscape of education, the intricate interplay between teacher personality and autonomy has emerged as a focal point of scholarly inquiry. Autonomy plays a crucial role in the field of education, particularly for teachers who strive to enhance their instructional practices and foster independent thinking among their students. However, understanding and implementing autonomy in the classroom is challenging. Hence, this scoping review explores the multifaceted relationship between personality and teacher autonomy, traversing three interconnected themes: Issues and challenges, Applicable theory and The Influence and Impact of Personality on Teacher Autonomy.

The Issues and Challenges

Personality serves as a critical pathway to teacher autonomy, playing a pivotal role in shaping educators' attitudes and behaviors towards the autonomy granted to them (Annaliza Mohd Isa, Al-Amin Mydin, and Abdullah 2021). As teachers are essential in supporting students' autonomy during learning activities (Reeve & Jang 2006), understanding the challenges associated with teacher autonomy becomes imperative. Teachers must exercise autonomy in an autonomy-supportive manner, particularly when encouraging students to self-evaluate and plan their study activities (Sierens et al. 2009). Note that the complexities of teacher autonomy manifest at different levels, both individually within the classroom and collectively at the school level, spanning various domains of teachers' work (Paulsrud and Wermke 2020). In addition, the dynamic interplay between teachers' motivating styles and students' engagement directly influences both teacher and student autonomy (Michou et al. 2023).

Teachers also face challenges in lacking fundamental strategies to promote autonomous learning (Linh & Yen 2022). Without abilities for self-directed learning, students cannot take ownership over their education. Restrictive school policies also inhibit teacher autonomy and creativity needed to support students. Furthermore, teachers may simply lack the techniques needed to successfully foster autonomous learning. Teachers' own uncertainties about implementing practices for autonomy prove to be significant hurdles (Agustina 2017). Self-doubt and hesitancy will impede teachers from introducing autonomy-driven activities. Notably, the issue of teacher autonomy itself is intricate, involving elements of professional freedom, self-directed professional development, critical reflection, and transformative dialogue (Mello, Dutra, and Jorge 2008). True autonomy depends on agency over professional growth through reflective practices and collaborative discourse. Additionally, teacher autonomy is driven by the need for personal and professional development (Felayabi, Purnawarman, and Sukyadi 2022). Thus, it is essential to maintain effective intrinsic incentives and trust in teacher evaluations (Firestone 2014), as teacher autonomy also influences their relationship with pupils and teaching content, emphasizing ethical and professional dimensions (Tuuli Lipiäinen and Poulter 2022). With autonomy comes great responsibility in nurturing student potential and delivering impactful instruction.

Transitioning from traditional teacher-centered to student-centered approaches in Russian higher education faces challenges such as a lack of practical training and standardized assessments (Gavrilyuk 2017). Similarly, teachers grapple with balancing autonomy with adherence to curriculum guidelines and institutional norms, often adopting majoritarian worldviews (T Lipiäinen & Poulter 2022). Challenges persist in applying knowledge from Teacher Learning Conferences, including resistance to change and inadequate teacher autonomy (Al Shammari, Testerman, and Halimi 2020). Therefore, high turnover rates among beginning teachers can be attributed to limited autonomy, insufficient collective responsibility, and low self-efficacy (De Neve, Devos, and Littledyke 1997). Additionally, health education programs face hindrances due to teachers' limited autonomy and resources (Cholevas and Loucaides 2012). Understanding teacher autonomy development necessitates examining life experiences and beliefs over careers. However, logistical obstacles and methodological challenges persist (Aoki & Kobayashi 2009). Moreover, balancing diverse educational priorities and perspectives is complex and requires fostering partnerships and accountable decision-making (Ben-Peretz 2012). Finally, challenges in implementing formative writing feedback include contradictions between error-focused feedback and curriculum guidelines, cultural norms, and power dynamics (Lee 2008). The lack of scales for measuring autonomy-

supportive teaching behaviours in online environments poses challenges for research in this area (Nayernia 2020).

In conclusion, personalized and contextual challenges related to attitudes, competencies, doubts, and relational dynamics all complicate teacher autonomy. Overcoming these barriers is essential for meaningful, ethical enactment of professional freedoms aiming to enrich student development. In addition, it is essential to address these challenges effectively to ensure that teacher autonomy effectively supports students' learning and development. Therefore, future research should continue investigating these challenges and exploring strategies to promote and enhance teacher autonomy in education.

The Applicable Theories

In contemporary education, the significance of teacher autonomy has grown substantially. Exploring methods to foster and enhance teachers' autonomy is crucial for promoting innovative and effective teaching approaches. This article delves into different theoretical frameworks that shed light on the interplay between personality traits and teacher autonomy, emphasizing their importance in the field of education. It also investigates how specific qualities and dispositions may influence and mold instructors' ability to exert control over their classroom decisions and practices. One study, drawing upon the sensemaking framework and status risk theory, examines the beliefs of teachers and teacher leaders during the development and implementation of a locally designed school innovation. By analysing the different status and autonomy risks faced by these two groups, the study reveals the impact of status risk on the choice of easily adopted existing practices by teacher leaders rather than investing in more effective yet effort-demanding innovations. This demonstrates how differences arising from autonomy and status risks can profoundly influence innovation ambitions (Redding & Viano 2018).

Another study explored parental perceptions of classroom management approaches using self-determination theory. Focusing on autonomous motivation and autonomy support, the research demonstrates the benefits of providing teachers with autonomy support in meeting the motivational needs of students. Based on a seven-year study in a large urban district, the findings revealed that allowing teacher self-determination in innovation design and implementation leads to high levels of teacher ownership and receptivity to organizational change. However, it also highlighted the need to adopt more ambitious practices, which have a greater chance of improving instruction and achieving positive student outcomes. Figure 1 displays the elements of the self-determination theory. Therefore, prioritizing autonomous forms of student motivation in classroom management is paramount (Kowalski & Froiland 2020). Furthermore, a study investigated the impact of perceived teacher autonomy support in mandatory physical education on students' intention and behaviour toward elective enrolment. Using the Theory of Planned Behaviour, the research examines survey data from 545 high school students. The findings indicated that autonomy-supportive teaching indirectly predicts elective enrolment, underscoring the significance of nurturing intrinsic motivation within students (Shen & Kochukhova 2020).

In the context of higher education, a study focused on an autonomy-focused approach that encompasses self-directed change, personal engagement, critical reflection, and interdisciplinary learning. Employing content analysis and practical implementation at a Russian medical university, the study demonstrates how autonomy-supportive education can

enhance student and teacher autonomy development. The findings highlighted the value of this model in fostering autonomous motivation and agency (Gavrilyuk 2017). Additionally, another study employed grounded theory and narrative analysis to analyse faculty perceptions of teaching as a core academic profession. Other than that, in-depth interviews with professors at a Russian university shed light on shared understandings of the teaching process and its evolution in higher education contexts. The study suggested that faculty interpretations can contribute to the construction of professional community solidarity (E Kochukhova 2020). At the same time, a study examined the significance of teacher competencies in multicultural education contexts by employing grounded theory methodology. The findings revealed that although there is no inherent relationship between multicultural values and pedagogical knowledge, critical thinking plays a crucial role in building educational knowledge. Furthermore, teacher autonomy and training experiences facilitate the reflective construction of knowledge, providing insights for teacher training and development programs (Wu et al. 2022).

Moreover, a study utilized the self-determination theory's dual-process model to investigate the impact of an autonomy-supportive intervention program on students' social behaviors. The results highlighted the positive effects of the program, improving teacher autonomy support, student needs satisfaction, and prosocial behaviors while reducing teacher control and negative behaviors. This study emphasized the importance of shifting teachers' motivational styles to influence students' social functioning positively (Cheon, Reeve, and Ntoumanis 2018). Examining teacher autonomy among Chinese college English teachers, a study employed grounded theory to analyze classroom observations and interviews. The results indicated that more autonomous teachers demonstrate flexibility, learner-focused interactions, and improvization in their teaching practices. Moreover, the study suggested the incorporation of enhancer-centered pedagogy, reflection, and action research to develop Asian teacher autonomy further. Another study employed discourse analysis to examine the development of autonomy among pre-service language teachers in New Zealand. In addition, the findings illustrated that reflective learning promotes the development of pedagogical competencies, technology skills, and professional capacities associated with autonomous teaching. The study also recommended implementing reflection training in pre-service programs to nurture the abilities of autonomous teaching (Tolosa 2021).

In conclusion, understanding the connection between personality and teacher autonomy can unlock the potential for educational innovation and improve instructional practices. The theories examined in this article provide valuable insights into the factors influencing teacher autonomy and suggest strategies for promoting autonomy-supportive environments. Therefore, by prioritizing autonomy and fostering intrinsic motivation among teachers and students, educational institutions can create a more dynamic and effective learning environment.

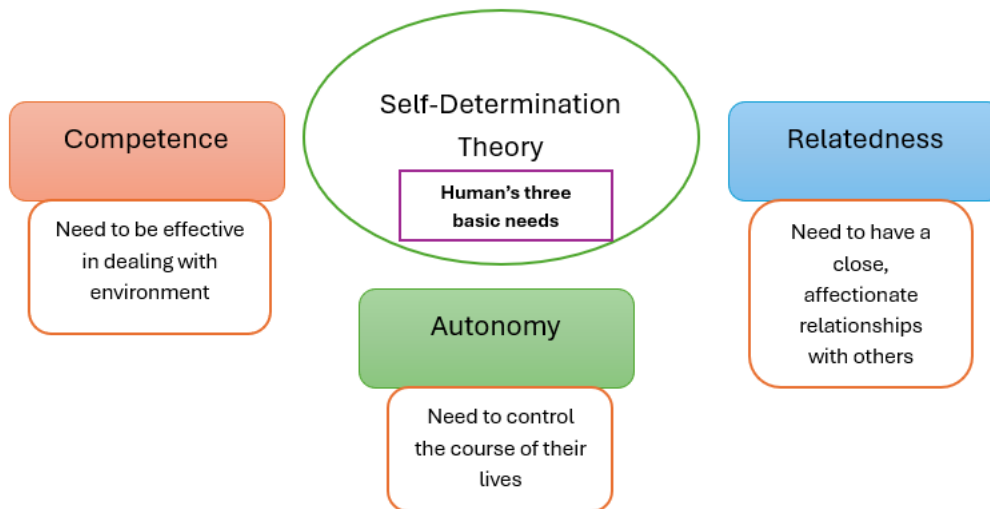


Figure 1: Self-Determination Theory

Source: Deci and Ryan (2000)

The Influence and Impact of Personality on Teacher Autonomy

Teacher autonomy is pivotal for cultivating environments that nurture creativity, innovation, and independent thinking in students. Examining influences on teacher autonomy provides critical insights for developing impactful teacher training and educational reforms. This review analyzes research on how personality traits shape teacher autonomy. The discussed studies revealed a complex interplay between individual dispositions, contextual variables, and broader systemic dynamics within the educational landscape. In addition, the extant literature consistently highlighted the significance of teacher autonomy in promoting positive student (Granero-Gallegos et al. 2023; Ma et al. 2022). However, the degree of autonomy experienced by teachers varies considerably, influenced by factors such as school leadership, accountability policies, and national context (Hammersley-Fletcher, Kılıçoğlu, and Kılıçoğlu 2021). The study comparing English and Turkish teachers underscored the intricate relationship between decentralization policies, perceived autonomy, and accountability pressures (Hammersley-Fletcher et al. 2021). This implies that while policies promoting autonomy may exist, they can be counteracted by other contextual constraints.

The impact of personality traits on teacher autonomy is a recurring theme throughout the literature. The study involving 156 English Foreign Language (EFL) teachers indicates that teaching style and personality traits significantly influenced autonomy levels, with male teachers reporting higher autonomy than their female counterparts (Fadaee, Marzban, and Najafi Karimi 2021). This finding underscored the need for teacher development initiatives to address both instructional habits and intrinsic personality factors to enhance teacher agency. At the same time, the study examining Chinese college English teachers revealed a positive correlation between attitudes toward professional identity and autonomous teaching practices (Qian and Huang 2019). This suggested that cultivating positive teacher attitudes can contribute to the promotion of autonomy. Similarly, the investigation into high school students' perceptions of teacher autonomy support in physical education highlighted the potential positive outcomes of supporting student autonomy (Shen 2012).

However, challenges to teacher autonomy are evident in various studies. The examination of Indonesia's Local Content Curriculum (LCC) reform and its limited impact on teacher autonomy points to persistent top-down approaches and cultural perspectives that constrain teachers' influence (Bjork et al. 2020). Similarly, the study on educational reforms in a UK primary school emphasized how changes in leadership and curriculum affect teacher autonomy, collaboration, and school culture (Littledyke 1997). Furthermore, the study in Ghana delved into the role of personality traits in shaping teachers' responses to LCC reforms, emphasizing the need for a nuanced understanding of teacher autonomy within the broader context of educational decentralization (Osei & Brock 2006). This aligns with the broader theme that personality traits are not isolated factors but interact with external influences.

The studies also touch upon the evolving landscape of education. In Australia, the widening gap between secondary and tertiary education systems and the implications for teacher autonomy suggested ongoing challenges to coherence (Powell 1984). Similarly, the study on faculty perceptions in Russia underscored the influence of individual personality traits on teaching roles, highlighting the lack of a unified platform for educational quality (Elena & Kochukhova 2020). In conclusion, the reviewed literature underscores the multifaceted nature of teacher autonomy. It is influenced by individual personality traits and contextual factors, policy frameworks, and cultural perspectives. Therefore, addressing teacher autonomy requires a holistic approach, considering both intrinsic and extrinsic factors. Accordingly, the findings contribute to the ongoing discourse on effective teacher training programs and educational reforms, emphasizing the need for a nuanced understanding of the interplay between personality traits and teacher autonomy.

Discussion

Navigating teacher autonomy requires resolving complex challenges at the classroom and organizational levels. Thus, supporting student autonomy requires addressing a variety of circumstances, including language challenges, motivation issues, and curricular loads, all while adhering to standards. Transitioning from entrenched teacher-centric approaches to student-centered learning encounters challenges such as standardized exams prioritizing compliance overgrowth, systemic inertia, significant teacher turnover, and limited resources limiting autonomy. Furthermore, compliance-driven writing feedback is incompatible with autonomy-based courses. Progress includes conducting research to identify context-specific hurdles and advantages that shape autonomy, aiming that policies and cultures may enable teachers to steer change. In addition, settings that engage educators' identities and wisdom encourage constant critical thought to balance autonomy and accountability through decisions that foster collective agency. Hence, further research into motives and constraints enables nuanced improvements prioritizing teacher discretion over inflexible norms, ultimately nurturing classrooms.

Examining how personality influences teachers' control over classroom decisions and practices provides crucial insights. Research reveals that status risk and autonomy risk can shape innovation ambitions, while self-determination theory helps meet student motivational needs. Autonomy-supportive teaching also indirectly increases elective engagement by nurturing intrinsic motivation. In higher education, autonomy-focused models can mutually reinforce student and teacher autonomy, and faculty perceptions can promote professional community solidarity. Notably, critical thinking is key for constructing educational knowledge for multicultural education, facilitated by teacher autonomy and training, enabling reflective knowledge building. Additionally, self-determination theory's dual-process model presents pathways to heighten autonomy support, fulfil student needs, and encourage prosocial

behaviours while reducing controlling approaches and negative conduct. Overall, personalities and traits shape how teachers leverage autonomy, indicating that programs nurture motivations, critical reflection, solidarity, and self-directedness. Moreover, it can empower classrooms as sites for innovative, ethical, and fulfilling growth-centring agencies.

Teacher autonomy is vital for spurring creativity, innovation, and independent thinking among students. However, the autonomy teachers experience varies substantially based on factors like school leadership, accountability regimes, and national setting.

Personality traits significantly impact autonomy, with studies suggesting that male teachers report greater professional autonomy. Nevertheless, teacher attitudes toward identity and autonomous practices also shape autonomy enactment. Yet reforms reveal autonomy restrictions, whether Indonesia's LCC, United Kingdom (UK) primary school standardization or Ghanaian teacher responses resisting curriculum reforms that limit autonomy. Furthermore, the widening secondary-tertiary education gap highlights how individual personalities affect teaching roles. Therefore, taking a holistic approach to autonomy by considering both intrinsic dispositions and extrinsic policy factors is imperative. Ultimately, personalized, contextual elements enable or obstruct teachers in leveraging professional discretion to spark students' creative agency. Comprehensive support for self-directed instruction requires addressing multidimensional barriers across systemic, cultural, and psychological realms.

Therefore, navigating teacher autonomy and supporting student autonomy present complex challenges that require addressing various factors such as language barriers, motivation issues, and standardized exams. Hence, personality traits significantly impact autonomy, and comprehensive support is necessary to enable teachers to leverage their professional discretion and foster students' creative agency.

Conclusion

Teacher autonomy is vital for enabling creativity, innovation, and independent thinking among students, yet experiencing true professional discretion varies greatly depending on leadership, accountability systems, national setting, and personality traits. Supporting learner autonomy also faces challenges like language barriers, unmotivated students, heavy curriculums, and standards compliance. Research shows autonomy risks shape innovation ambitions, while self-determination theory assists in meeting needs, boosting engagement through intrinsic motivation. Settings fostering educator identity and critical reflection balance autonomy and accountability via collective agency-building decisions. However, reforms reveal autonomy restrictions - from standardized testing to resisting curriculum reforms limiting teacher control. Comprehensively facilitating self-directed instruction requires tackling multidimensional obstacles across systemic, cultural, and psychological realms to spark creative student agency. Overall, personalized, contextual support enables teachers to leverage professional discretion, but this requires understanding complex interactions between dispositional and policy factors influencing the enactment of autonomy.

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