

## Systematic Literature Review: What Is Your Fancy in Selecting Teachers, Broad Vs Narrow Traits?

**Azad Iqram Nadmilail<sup>1</sup>, Mohd Effendi Ewan Mohd Matore<sup>2\*</sup>, Siti Mistima Maat<sup>3</sup>**

<sup>1</sup>Nadmilail, A. I., Faculty of Education, The National University of Malaysia, Malaysia, p107060@siswa.ukm.edu.my

<sup>2\*</sup>Mohd Matore, M. E. E., Research Centre of Education Leadership and Policy, Faculty of Education, The National University of Malaysia, Malaysia, effendi@ukm.edu.my

<sup>3</sup>Maat, S.M., Research Centre of STEM Enculturation, Faculty of Education, The National University of Malaysia, Malaysia, sitimistima@ukm.edu.my

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### Abstract

A measurement tool that is growing in popularity and frequently used in a variety of contexts, particularly in promotion, personnel recruitment and professional development, is the Situational Judgement Test (SJT). The SJT also provides more options for educational teacher selection. This study focuses on non-academic qualities, particularly those based on broad and narrow features, in teacher selection. In order to ascertain the subjects addressed and the methodologies employed for the review, this study utilises a Systematic Literature Review (SLR), which encompasses a review methodology. The SLR method consists of four steps: searching, screening, analyzing, and processing the results based on specific criteria. The review encompasses seven studies conducted between January 2012 and December 2021, which examined the utilization of the Situational Judgement Test (SJT) as a tool for teacher selection. These studies collectively cover a duration of ten years. Based on the seven previous studies, a broad trait was identified, namely consciousness. The seven narrow traits recorded are organisation & planning, empathy & communication, adaptability & resilience, mindset, emotion regulation, professional ethics, and enthusiasm & motivation. Consistent with many other studies, the traits and characteristics found can be used as a basis for teacher selection. However, the traits can only be used in the context of the selection process.

**Keywords:** Broad Traits, Narrow Traits, Teacher Selection, Situational Judgement Test, Systematic Literature Review

### INTRODUCTION

In many professions, the Situational Judgement Test (SJT) is particularly well-liked and often utilised such as medical, military, education and nursing (Nadmilail et al., 2022). In addition, SJT is utilised in personnel selection and promotion processes (Whetzel et al., 2020). The selection of appropriate personnel is a key concern at the global level. In the context of medical education and training in the United Kingdom, it has been proven that the process of selection is implemented from an early stage (Patterson et al., 2016). Admission to medical school at the global level has proven its importance in choosing employees. The same is true in the United States, where newly appointed officers face intense rivalry for advancement in the military (Lievens et al., 2008). Members-elect who want to serve as officers must select the best response from the available possibilities. SJT is utilised in the promotion test to gauge factors for leadership (Whetzel et al., 2020). The promotion and selection of new employees has shown the wide use of SJT. The related studies have generally been carried out in the majority of Western Countries, including Germany, the United Kingdom, and the United States of America.

Numerous organizations all around the world have utilised SJT as an individual psychological and employability

test since it is becoming more and more popular as a predictor of human performance. (Weekley et al., 2013). The biggest challenge in the selection process is to accurately predict a candidate's work performance based on the outcomes while using scant information (Nadmilail et al., 2022, 2023). This prediction is also highly helpful for research on educational psychology and for interpreting the academic success of undergraduate students (Breen & Lindsay, 2020). This is so that educational institutions can recognise students who struggle to fit in at college and who may struggle academically using predictions like student success and latent skills (Matošková & Kovářik, 2017). Workplace circumstances in relation to accomplishments may occasionally offer contextually extra information regarding the right personality criteria and measurements (Golubovich et al., 2020). According to the National Research Council (2015), the majority of studies employing the SJT measured test takers' psychology using hypothetical scenarios to explain their interpersonal, intrapersonal, and intellectual constructs. As a result, SJT is utilised for a variety of purposes and is becoming more widely acknowledged across the globe in different professions.

For a deeper understanding of SJT, further research is needed on the problems of using SJT in teacher selection. On the basis of previous research on non-academic attributes, this review thus identifies and examines the attributes measured by the teacher related SJT. Patterson et al. (2012) and Sheridan et al. (2022) also explained that some of the non-academic attributes can accurately assess by using SJT in medical practise. This discovery also demonstrates that the assessment of a characteristic is not solely confined to the outcomes of IQ tests. Stakeholders and researchers can understand and explain a phenomenon that is happening based on the characteristics of non-academic human attributes obtained (Abdul Musid et al., 2022). Future prognostications can also be formulated on the basis of the accumulated facts. Hence, this review aims to elucidate the attributes of the non-academic attributes studied.

## LITERATURE REVIEW

According to Lievens and Coetsier (2002), the respondent's view or interpretation of the work situation can be measured by the SJT. While the methodology is intended to test the non-academic attributes, the SJT also attempts to measure interpersonal skills and work-related competencies (Lievens et al., 2008; Patterson & Driver, 2018). The methodology aims to test the non-academic attributes of the target person. The SJT is essentially a psychological assessment tool that, in conjunction with theories and knowledge, guides the researcher's decisions regarding how to proceed and how to evaluate the results based on the test taker's answers (Nadmilail & Mohd Matore, 2021). SJT is widely regarded as a highly effective predictive assessment method, mostly because to its diverse range of test designs. (Ployhart, 2013).

SJT is alternatively referred to as a simulation technique (O'Connell et al., 2007) that encourages individuals to decide within scenarios that highlight concerns about specific activities. They must reply as though they are performing the tasks in the simulation test's actual-state tasks. This response is viewed as a sign of anticipated behaviours in the future. Nadmilail et al. (2022) explain the authenticity of the test exhibits a simulation that differs depending on how the test is carried out. The simulation test has a high level of realism when it is employed as an accurate prediction of the real-world working environment. As a result, it's critical to conduct simulation tests with a high level of detail to accurately represent the potential real-world scenarios associated with a given line of work. So, according to Ryan & Ployhart (2014), SJT is intended to produce a contextual individual assessment in the workplace. A list of challenging circumstances and appropriate solutions must be offered as a guide in order to connect it to work-related circumstances. The selection will generate a forecast regarding the course of action undertaken, drawing from the delineation of the specific work at hand. Additionally, the compilation will focus on identifying attributes or proficiencies that align with the descriptions of the tasks.

The development of SJT instruments is grounded in multiple theoretical frameworks. Previous research has involved the assessment of individuals from diverse perspectives and viewpoints in order to gauge their attitudes and beliefs regarding ideas pertaining to SJT. Motowidlo et al. (2006) directed their attention on the Behavioural Consistency Theory as a theoretical framework that pertains to Situational Judgement Tests (SJT). Similarly, Motowidlo et al. (2013) provided further insights into the Implicit Trait Policy (ITP) as an additional theory associated with SJT. Therefore, it can be deduced that there are many different opinions on the theoretical basis

of SJT.

According to the principle of the theory of behavioural consistency, past behaviour is the most reliable predictor of future behaviour. Future behavior can be predicted based on current behavior patterns, that is the main principle of this theory (Motowidlo et al., 2006). SJT also identified as strong indicator of job success due to its ability to evaluate one's procedural knowledge of proper characteristic in specific situations (Lievens & Patterson, 2011). In order to help the selection committee make decisions about hiring, promoting, and professional development needs, particularly in the workplace, test applicants' predictions can help the stakeholders get a deeper understanding of the situation.

Among literary scholars, there is agreement and interest in the Implicit Trait Policy (ITP). According to Motowidlo et al. (2013), ITP involves implicit beliefs about the effects of certain actions in terms of how effective those actions are. Together with the behavioral properties of response preference and people's justifications for their behavior, these activities are measured as primary functions. Patterson et al. (2016) and Motowidlo & Beier (2010) suggest that various domains, including activity level, knowledge, and activity description, play a crucial role in determining outcomes. A behaviour can be characterised as an action that conveys internal characteristics (Golubovich et al., 2020). Moreover, the influence of patterns resulting from the development of tendencies or traits is evident in certain theories concerning enduring behaviours and qualities. There exists a diversity of perspectives among individuals on the efficacy of behaviours associated with intrinsic tendencies or personality traits.

Numerous studies on teacher education have been conducted by researchers employing SJT for a variety of objectives. These include hiring, professional development, and staff selection. Producing high-caliber teachers who can give high-caliber instruction is the primary objective of international education policy (Beauchamp et al., 2013). Therefore, the policy of teacher selection is fundamentally the most crucial policy to emphasise. The right teacher selection policy is also stressed in order to generate teacher candidates of the highest calibre and draw in as many applications as possible (Feuer et al., 2013; Schleicher, 2014). Numerous research on teacher personnel selection has been undertaken over the years. For instance, Klassen & Kim (2019) reviewed the literature and discovered 32 researches that were published between 2000 and 2017. The outcomes of the study also encompassed measurements of both academic and non-academic qualities, as well as evaluations of instructor performance using other measures. Nevertheless, drawing from the findings of recent studies, the primary objective of this study is to ascertain and examine the non-academic characteristics encompassing both broad and narrow qualities that are to be assessed in the process of teacher selection through the use of SJT.

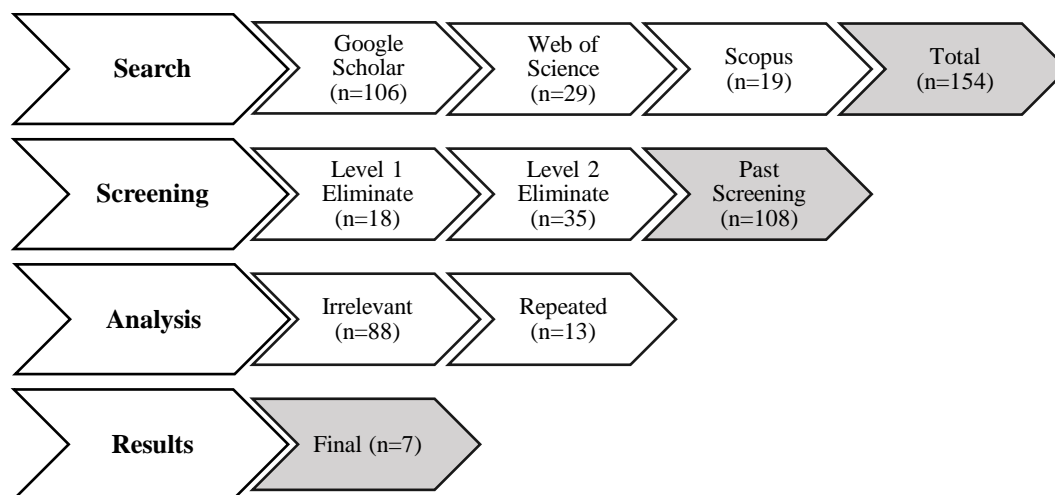
In the selection of teachers, the main aspects being measured include intellectual and personality. Intellectuality is an academic attribute, while personality is a non-academic attribute. In general, non-academic attributes are often associated with personality (Niessen & Meijer, 2016). Paunonen et al. (2003) and Bergner et al. (2010) differentiated personality into two types: broad traits and narrow traits. Anglim & O'Connor (2018) defined broad traits as a general personality tendency towards abstract behaviours and experiences, while narrow traits are defined as a specific personality tendency towards concrete behaviours and experiences. The Neo-Pi-R Model pioneered by Costa & McCrae (1992) shows five domains with 30 facets, while the Big Five Aspects by DeYoung et al. (2007) comprise five domains with 10 facets. Additionally, Ashton et al. (2014) pioneered the HEXACO-PI-R Model, which comprises six domains with 25 facets, while Soto & John's (2017) Big Five Inventory 2 (BFI-2) model consists of five domains with 15 facets. The analysis of big item group factors has also shown that traits can be expressed in terms of nested hierarchies, despite the fact that lexical studies have mostly focused on the quantity and broad features. One or more broad or general qualities are typically at the top of the hierarchy of personality traits, followed by more specialised or narrow characteristics that encompass more attributes. In these models, a broad collection of features is made up of a number of facets or aspects that contribute to the definition of a broad nature and offer an angle that is more closely tied to the personality.

## **METHODOLOGY**

### **Research Methods**

The present study employed the Systematic Literature Review (SLR), a research methodology that encompasses a review protocol specifying the issue of inquiry and the subsequent review procedure to be undertaken. Moher

et al. (2009) state that the systematic and explicit procedure referred to as SLR is employed to identify, select, evaluate, collect, and analyse data from relevant previous studies. The rationale behind using this technique is in its facilitation of a comprehensive synthesis of relevant scholarly resources. The SLR method is widely recognised as a key approach for identifying and evaluating relevant literature studies, as well as investigating the methodologies employed in data collection within these studies. Figure 1 shows the strategy (Karabulut-ilgu et al., 2018; Nadmilail et al., 2022; Zainal & Mohd Matore, 2019) proposed as the basis for SLR in this study. The search, screening, analysis result phase are the four phases that make up this review. All publications in this review were found using the keywords "Situational Judgement Test" and "Teacher Selection".



**Figure 1.** Adaptation of the Article Selection Process from Karabulut-Ilgu et al. (2018)

### Data Collection Process

In this phase, a search strategy is carried out using a database, focusing on the three main scientific databases: Web of Science (WoS), SCOPUS, and Google Scholar. During this stage, a systematic approach will be employed to conduct a literature search using a specialised database that focuses on the three primary scientific databases: Web of Science (WoS), SCOPUS, and Google Scholar. WoS was selected based on advanced developments and a part of the world's leading search platforms related to scholarly citation, discovery and analytical information search (Li et al., 2017). In the meantime, SCOPUS has been taken into account because it is increasingly used in scientific articles (though still somewhat less than its WoS competitors) and competes with the WoS field outside it (Zu & Kyllonen, 2020). Additionally, Google Scholar is unsurpassed for speed and effectiveness in creating online scholarly materials. It is also unsurpassed in providing efficient and effective online scholarly documents (Gusenbauer, 2019).

In this particular step, the terms "Situational Judgement Tests" and "Teacher Selection" were used. The selection of appropriate keywords was based on the objectives of the search procedure. During the preliminary investigation, the researchers used phrase search and the Boolean operators OR and AND to combine terms. In the study conducted by Mohamed Shaffril et al. (2020), three primary manual search methods were used: Handpicking, Backward Tracking and Forward Tracking. A search strategy was then developed to locate the most recent articles. The selection of relevant articles is limited to the year of publication within ten years, which is from January 2012 until December 2021.

### Article Selection Criteria

To get the right articles, there are several stages that are implemented. The main screening process is generally based on several acceptance and rejection criteria. The two acceptance criteria include 1) journal articles only and 2) duration between January 2012 and December 2021, while the two rejection criteria include 1) unsystematic literature studies and 2) articles in languages other than English. The next strategy involves removing recurring

articles by reading the titles and abstracts. The remaining articles were thoroughly studied for the final analysis in order to eliminate any that did not meet the criteria for the study. On the basis of the search, filtering, and analysis procedures, a total of seven (7) articles were chosen. Table 1 displays the seven articles that were chosen.

**Table 1.** Summary of Selected Articles

<b>Authors &amp; Year</b>	<b>Country</b>	<b>Study</b>
Bardach, Rushby, & Klassen (2021)	England	<i>This study focuses on the adverse effects of gender, ethnicity and socioeconomic status (SES) on SJT outcomes.</i>
Bardach et al. (2021)	England	<i>This study investigates whether video-based SJT offer advantages over “traditional” text-based SJT.</i>
Klassen et al. (2020)	England	<i>This study focuses on the development and testing of an online SJT designed to screen applicants for invitation to an ITE interview day.</i>
Chao et al. (2020)	Taiwan	<i>This study develops a series of SJT to compensate for the shortcomings of using only academic achievement as an admission criterion for student teachers.</i>
Al Hashmi & Klassen (2019)	Oman	<i>This study develops an SJT for the selection of initial teacher education programmes applicants in Oman, examines its psychometric properties and explores applicants’ responses to the test.</i>
Klassen et al. (2016)	England	<i>This study reports on the development of a proof-of-concept SJT to help select candidates for initial teacher education programmes.</i>
Klassen et al. (2014)	England	<i>This study constructs a prototype SJT for admission to primary and secondary teacher education programmes in the UK, taking into account applicants’ impressions.</i>

## FINDINGS

The main objective of this review is to identify and analyze the characteristics of non-academic attributes involving broad and narrow traits that are measured in the selection of teachers. Seven research publications pertaining to the SJT and their impact on teachers have been identified, demonstrating their high relevance to the ongoing discussion. Researchers from all over the world are very interested in studies on the measurement of non-academic qualities, particularly those that deal with staff selection. This is because non-academic attributes are believed to be important in practical practices such as integrity, empathy, and resilience (Patterson et al., 2012).

Researchers can learn more about the impact of non-academic characteristics on the use of SJT as an indicator in more critical studies by using the findings from this literature review, which has a valuable contribution to make by critically evaluating existing research on related topics. Patterson et al. (2012) conducted a review, which was limited in scope to the years 1990 to 2010. In addition to utilising various databases such as MEDLINE, PsycINFO, BIOME, and BioMed Central, the review did not explicitly prioritise the examination of selection processes, nor did the findings encompass any pertinent insights pertaining to the education sector, specifically in relation to teacher selection. Kim et al. (2019) conducted a meta-analytical evaluation of the methodologies employed in the selection of teachers and prospective instructors. However, it is important to note that the outcomes of this study did not encompass any investigations that utilized SJT. Webster et al. (2020) conducted a meta-analysis to evaluate the validity of SJT in the context of people selection, specifically focusing on the medical professions. Hence, the present analysis is focused on SJT and specifically examines their application in the context of teacher selection.

Based on the review conducted, some broad narrow trait personalities have been discovered; However, the researchers did not categorise the measured attributes as broad traits and narrow traits. In fact, the researchers combined both traits with specific purposes based on the objectives of the study because the objective should be local in nature and geared towards the needs of a country. In addition, the measured attributes were also based on the socioeconomic characteristics of the study area. Therefore, the researchers did not characterise the traits as broad and narrow traits to explain the findings that fit the local needs.

Researchers from all over the world have always been concerned about a literature review on the analysis of non-academic attributes because the analysis could aid in determining which non-academic factors are overly or underused in determining test candidates' performance (Patterson & Driver, 2018). As a result, the conclusions of this evaluation will be centred on the attribute patterns from the SJT instrument that are of relevance to the researchers. Table 2 displays the characteristics of wide and narrow features in teacher selection using SJT.

**Table 2.** Measured Attributes

Authors & Year	Broad Trait	Narrow Trait
Bardach, Rushby & Klassen (2021)	Conscientiousness	Mindset, Emotion regulation
Bardach et al. (2021)	Conscientiousness	Adaptability & Resilience, Emotion regulation, Empathy & Communication, Mindset, Organisation & Planning
Klassen et al. (2020)	Conscientiousness	Organisation, Empathy, Adaptability, Mindset growth, Emotion regulation
Chao et al. (2020)	Not discussed	Classroom management, Counselling, Contingency, Parent-teacher communication, Relationships with colleagues, Teaching
Al Hashmi & Klassen (2019)	Not discussed	Communication, Enthusiasm & Motivation, Organisation & Planning, Professional ethics, Resilience & Adaptability
Klassen et al. (2016)	Not discussed	Organisation & Planning, Empathy & Communication, Adaptability & Resilience
Klassen et al. (2014)	Not discussed	Adaptability & Resilience, Empathy & Communication, Organisation & Planning

Table 2 shows a list of non-academic attributes using broad and narrow traits in measuring personality based on past studies. Specifically, four studies used narrow traits as a measured personality trait, namely Chao et al. (2020), Al Hashmi & Klassen (2019), Klassen et al. (2016) and Klassen et al. (2014). Meanwhile, there were three studies conducted using both broad and narrow traits, namely Bardach, Rushby & Klassen (2021), Bardach et al. (2021) and Klassen et al. (2020).

## DISCUSSION

### Broad Trait

**Table 3.** Summary of Broad Traits

(Year)	Authors & Bardach, Rushby, Klassen (2021)	Bardach et al. (2021)	Klassen et al. (2020)	Total
<b>Broad Trait Attribute</b>				
Conscientiousness	x	x	x	<b>3</b>

Based on Table 3, only one broad trait attribute was identified based on three past studies, which is conscientiousness. Bardach, Rushby & Klassen (2021) listed conscientiousness based on empirical evidence, which has shown that teachers who scored higher in conscientiousness were likely to perform better in the classroom (Kim et al., 2019). Bardach et al. (2021) also determined conscientiousness based on continuity from the findings of past studies (Klassen et al., 2020). Subsequently, Klassen et al. (2020) selected conscientiousness as a measured attribute because it is one of the domains in the Big Five Personality that is most related to teacher effectiveness (Kim & Maccann, 2018). In summary, the conscientiousness attribute was selected to measure the self-efficacy of individuals in order to be deemed suitable to be selected as teachers.

Conscientiousness represents a stable individual difference in thoughts, feelings, and behaviours that make an individual unique (Turiano, 2020). Generally, individuals with a high level of conscientiousness have more directed, controlled, and responsible behaviour, in addition to being wise in planning things and always adhering to the established rules or norms. This trait consists of personality components such as self-sufficiency, regularity, sense of responsibility, desire to perform, self-discipline, and caution (Costa & McCrae 1992). In general, the group of individuals belonging to this personality trait is considered to have a high level of competence and rationality in decision-making. This group is also described as neat, punctual, and orderly. In addition, the people in this group are always ambitious and striving hard to excel in whatever they do.

An individual who owns this personality trait has a high value of awareness and is always careful in making any decisions. In fact, this personality trait shows a quality inherent in a human being to act according to the consciousness of his mind. This trait also distinguishes individuals with high scores who are more likely to be independent, structured, reliable, responsible, consistent, hard-working, and resilient compared to low-scoring individuals who tend to be dependent, messy, unreliable, irresponsible, careless, and lazy (Redzuan & Abdullah, 2004). Thus, it can be deduced that an individual with a high level of concern is someone who can be trusted and realistic.

### Narrow Trait

**Table 4.** Summary of Narrow Traits

(Year)	Authors &	Bardach, Rushby, Klassen (2021)	Bardach et al. (2021)	Klassen et al. (2020)	Chao et al. (2020)	Al Hashmi & Klassen (2019)	Klassen et al. (2016)	Klassen et al. (2014)	Total
<b>Narrow Trait Attribute</b>									
Empathy & Communication			x	x	x	x	x	x	<b>6</b>
Organisation & Planning			x	x	x	x	x	x	<b>6</b>
Adaptability & Resilience			x	x	x	x	x	x	<b>6</b>
Mindset		x	x	x					<b>3</b>
Emotion regulation		x	x	x					<b>3</b>
Professional ethics						x			<b>1</b>
Enthusiasm & Motivation						x			<b>1</b>

According to the data presented in Table 4, a total of seven narrow traits have been discerned from the analysis of seven previous research investigations. Klassen et al (2014) have provided a definition for the recognised qualities of empathy and communication. These qualities include active listening, open dialogue with students and colleagues, actively seeking advice, responding to professional feedback and student needs, and adapting communication styles appropriately. Chao et al. (2020) devised the trait by the use of parent communication and counselling sessions. Hence, the criteria of organisation and planning, as well as empathy and communication, are widely recognised as key indicators for assessing the calibre of chosen staff (Nadmilail et al., 2022). Empathy and communication have been identified as distinct characteristics associated with extraversion, as noted by Ashton et al. (2014) and Soto and John (2017).

Organisation and planning are attributes most often chosen by previous researchers for narrow traits. Organisation and planning have also been found to be specific to conscientiousness (Ashton et al. 2014; Soto and John, 2017). Organisation and planning mean the ability to manage priorities, effectively demonstrate time management skills and personal issues, and then use these skills to increase positive learning interactions with students (Klassen et al., 2014). In Chao et al. (2020), on the other hand, organisation and planning is not clearly stated, but the attributes identified are classroom management and teaching, which can be categorised under the type of organisation and planning.

Adaptability & resilience is a specific attribute of the agreeableness trait as expressed by Ashton et al. (2014) and Costa & McCrae (1992). In general, Klassen et al. (2014) specified adaptability & resilience into six characteristics: (1) the ability to remain resilient under pressure; (2) demonstrating adaptability; (3) the ability to change teaching methods as needed; (4) being wise in the use of appropriate competency levels; (5) prepared to accept challenges and critical feedback; (6) using a variety of effective strategies appropriately. In addition, Chao et al. (2020) defined adaptability and resilience as the capacity to effectively confront and navigate unforeseen circumstances. In the realm of the teaching profession, the possession of flexibility and resilience is seen vital for

the purpose of personnel selection, as instructors are required to maintain a professional demeanour while effectively managing the demands of their professional responsibilities and personal lives (Nadmilail et al., 2022). Hence, the researchers underscore adaptability and resilience as a crucial characteristic to assess.

According to Schröder et al. (2021), mindset refers to the process of creating various meanings, objectives, motives, and actions. Seaton (2018) outlined mentality as a person's concept of intellect that may be broadened and enhanced. The selection of the mindset trait as one of the target qualities is influenced by the teachers' commitment to learning and recognition of the varying capacities of pupils, which can impact both instructional approaches employed by teachers and the academic success and self-assurance of students (Nadmilail et al., 2022). To ensure a seamless teaching and learning process, teachers should also have a positive outlook. The traits of openness to experiences (Ashton et al., 2014; Costa & McCrae, 1992; DeYoung et al., 2007) and open-mindedness (Soto & John, 2017), which are both categorised under broad traits, can be explicitly used to represent mindset.

Emotion regulation can be characterised by the traits of neuroticism and extraversion (Costa & McCrae, 1992). The neuroticism trait consists of personality components, namely anxiety, worry, concern, depression, anger, lack of self-control, and vulnerability (Costa & McCrae, 1992). Stoll et al. (2020) also explained that those with this trait tend to experience negative emotions such as anger, anxiety, and sadness, as well as to be sensitive to others. Compared to extraversion, it is a dimension of personality variation that includes individual differences in sociability behaviours, assertiveness, and emotions that are always positive, influential, and motivated (Lukaszewski, 2020). Teachers must deal with emotional circumstances on a regular basis in the course of their employment. Any activity that requires a lot of emotional energy can be taxing and cause emotional tiredness (Nadmilail et al., 2022). One of the main causes of burnout, particularly at work, is emotional exhaustion. Burnout is regarded as a result of inefficient reaction techniques and causes ongoing stress, which might cause additional chronic issues.

Professional ethics refers to a person's or a group of employees' moral principles and views that they apply to their work (Nadmilail et al., 2022). Accordingly, professional ethics was chosen to make sure that the chosen employees were honourable people who followed the rules of their field. Professional ethics are referred to in the context of the teaching profession as a moral trait that is directly related to any form of classroom practise, including concern for students, diligence, resolve, and readiness to work with others. Accordingly, agreeableness and conscientiousness traits combine to make up professional ethics (Ashton et al., 2014; Soto & John, 2017).

Enthusiasm and motivation go hand in hand. According to Lazarides et al. (2018), enthusiasm is the pleasure and excitement one feels while performing a task. Heckhausen & Heckhausen (2018) claim that motivation is the activation of life orientation towards a goal that is highly valued. Tohidi & Jabbari (2012) defined motivation as the ability to overcome any upcoming challenges and make changes for improvement. Enthusiasm and motivation, put simply, have to do with the good traits that one has to possess in order to accomplish anything successfully. Along with having a beneficial effect on students' motivation, excitement and motivation are crucial for teachers to remain passionate about what they do and to be able to support their students more (Nadmilail et al., 2022). As a result, in order to create credibility with the recruitment organisation, personnel must exhibit excitement and motivation (Bougie & Sekaran, 2020). As a result, extraversion's characteristic qualities include zeal and motivation (DeYoung et al., 2007).

Due to the requirement that future teachers, be selected from a pool of qualified and competent candidates, all narrow trait attributes were picked. Teachers who are highly adaptable and resilient are needed to address the issues through teaching and learning, so that education can be provided in a variety of settings. This not only indicates a steady mind and an attitude to emotional control in overcoming any problems, but it also has a significant impact on instructors' empathy due to the high level of conscientiousness necessary. Therefore, all the aforementioned qualities are necessary to guarantee that the chosen candidates can function as knowledgeable educators in the face of global issues.

## CONCLUSION

This review has identified some features that are frequently employed as both broad and narrow attributes. The determination of the popularity of the specified features is contingent upon the ongoing study and the specific



contextual factors within a certain locality. The utilization of varied characteristics signifies certain criteria that have been developed for each investigation. Initially, the researchers chose to use the attributes in narrow traits only as they were more specific and focused. However, in line with current developments and the diversity of analysis techniques, broad traits have been selected and used so that the attributes used for selection are broader and more general in order to ensure that the selected personnel at least achieve the required performance. To further enhance the competency of an attribute, professional development will also take place to ensure that the personnel are better prepared for real-world challenges in the future.

#### **AUTHOR CONTRIBUTIONS**

Idea construction, Azad Iqram Nadmilail, Mohd Effendi@Ewan Mohd Matore and Siti Mistima Maat; idea development, Mohd Effendi@Ewan Mohd Matore and Siti Mistima Maat; data collection and data analysis, Azad Iqram Nadmilail; writing — original draft preparation and editing, Azad Iqram Nadmilail; writing — reviewing and editing, Mohd Effendi@Ewan Mohd Matore and Siti Mistima Maat.

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