

PERSONALITY TRAITS: ITS INFLUENCE ON TEACHING PERFORMANCE

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ABSTRACT

This study explored the influence of teacher's personality traits on their teaching performance in Pantukan South District, Davao de Oro, Philippines. A descriptive correlational design was utilized, involving 240 participants from five selected elementary and secondary schools. Adapted survey questionnaires were used to gather data, with statistical treatments including mean, Pearson correlation coefficient, and multiple linear regression analysis. SPSS software was utilized to statistically analyze the collected data. Results revealed that teachers strongly manifested positive personality traits. Teaching performance was also rated highly across all three dimensions. However, findings showed no significant relationship between the overall personality traits and teaching performance, and no single personality trait was found to significantly predict teaching performance. The study concluded that while personality traits alone do not determine teaching effectiveness, they may still play a supportive role in shaping classroom dynamics. Recommendations included fostering holistic teacher development programs that balance personality awareness with pedagogical skills. The study also suggested further research in broader and more diverse educational contexts to explore additional factors affecting teachers' performance.

Keywords: *educational administration, teachers personality traits, teaching performance, descriptive correlation*

1. INTRODUCTION

The issue of teacher performance has gained increasing attention in educational research due to its critical role in student outcomes and the overall effectiveness of education systems. Teaching performance is not solely determined by pedagogical knowledge or instructional strategies but is also influenced by inherent personality characteristics that shape how teachers manage classroom dynamics and interact with students (Klassen & Tze, 2014). This notion provides a basis for this study that relates to the factors affecting the performance of teachers in teaching.

In Pakistan, Ahmed et al. (201) emphasizes professional performance of teachers at higher education level is affected by subject mastery, attitude, teaching methodology and teachers' personal characteristics. These findings suggest that while these factors are important for teaching performance across the global scenario, there are other numerous factors influencing the teaching performance, underscoring the need for localized research.

In Cebu City, Philippines, Batuigas et al. (2022) conducted a study to provide comprehensive description of the factors affecting the teaching performance of the teachers in school. Age, civil status, highest educational attainment, teaching experience and monthly salary were found as significant factors on the teaching performance of the faculty members. Also, Barrick and Mount (2012) revealed that personality traits of employees demonstrated a correlation between the factors affecting job performance like traits such as conscientiousness and emotional stability. Thus, personality traits are one of the factors that are crucial in delivering effective teaching (Zuhaili, 2009).

In Davao de Oro Province, and specifically the Pantukan South District, the researcher seeks to understand the correlation between teaching performance and the personality traits since as observed personality traits can be dispositional predictors of job performance.

This study aimed to fill that gap by examining the influence of personality traits on teaching effectiveness in schools within the Pantukan South District. By focusing on elementary and secondary schools such as Tagugpo National High School and Las Arenas Elementary School, this research sought to provide insights that could enhance teacher performance and ultimately improve educational outcomes in the region.

1.1 Research Questions

1. What is the level of teachers' personality traits in terms of:
 - 1.1. Openness to Experience;
 - 1.2. Conscientiousness;
 - 1.3. Extraversion;
 - 1.4. Agreeableness; and
 - 1.5. Neuroticism?
2. What is the level of teaching performance in terms of:
 - 2.1. Instructional Delivery;
 - 2.2. Classroom Management; and
 - 2.3. Student Engagement?
3. Is there a significant relationship between teachers' personality traits and teaching performance?
4. What domains in the teachers' personality traits can predict teaching performance?

1.2 Theoretical Lens

This study was grounded in Role Theory (Kahn et al., 1964), which provides a framework for understanding how individuals' roles and behaviors in professional contexts, such as teaching, are shaped by expectations, social interactions, and personal attributes. In this context, the theory is applied to examine how personality traits influence a teacher's performance by affecting their ability to meet the various role expectations associated with teaching, including instructional delivery, classroom management, and student engagement.

According to Role Theory, teachers occupy a central role within the educational system and are expected to fulfill specific functions that contribute to student learning and classroom dynamics. Personality traits can significantly impact how teachers perceive and respond to these role demands. For example, teachers with high conscientiousness are more likely to fulfill their role obligations effectively by staying organized and disciplined, which positively impacts classroom management and structured instructional delivery. Similarly, teachers who exhibit high levels of Extraversion may engage more actively with students, fostering a dynamic and interactive classroom environment, thereby enhancing student engagement.

Role stress arising from the complex expectations placed on teachers—can also be influenced by personality traits. Teachers high in Emotional Stability (the opposite of Neuroticism) are better equipped to handle stress and emotional demands, which enhances their ability to maintain effective classroom management and instructional clarity under pressure. Conversely, teachers high in Neuroticism may struggle with the emotional demands of teaching, leading to role conflict and difficulties in meeting performance expectations. In the context of the Pantukan South District, where teachers must navigate diverse educational settings and student needs, Role Theory helps to understand how personality traits affect teachers' capacity to perform their roles effectively. This study explores how personality influences specific aspects of teacher performance, such as classroom management, instructional methods, and engagement with students, within this diverse and challenging educational environment.

By applying Role Theory, this research seeks to provide a deeper understanding of the link between teachers' personality traits and their ability to meet role expectations, offering insights for improving teacher recruitment, training, and professional development strategies.

1.3 Scope and Delimitation of the Study

This study focused on the impact of teachers' personality traits on their teaching performance in the Pantukan South District, Davao de Oro, Philippines. Furthermore, personality traits such as, conscientiousness, extraversion, openness to experience, agreeableness, and neuroticism were measured together with the work performance of the teachers which covered their instructional delivery, classroom management, and student engagement.

Moreover, the research was delimited to a total of 240 respondents, comprising of 40 teachers and 200 students from selected public schools in the Pantukan South District. The limited number of participants was due to the low enrolment and scarcity of teachers in these areas, as they were considered remote. Schools included in the

study were Tagugpo National High School, Tagugpo Elementary School, Maligaya Elementary School, Las Arenas Elementary School, and Araibo National High School. These geographical and demographic limitations may restrict the generalizability of the findings to other regions or more urbanized settings. The study was conducted during the Academic Year 2025-2026.

While the study aimed to investigate how personality traits influenced teaching performance, it did not account for other variables that could affect performance, such as teachers' years of experience, access to professional development, or broader school conditions. Additionally, external factors like policy or economic conditions that may influence both teaching and learning environments were outside the scope of this study. These boundaries allowed for a focused analysis of personality traits within the specific context of remote, underserved schools in the Pantukan South District.

2. REVIEW OF RELATED LITERATURE

This section presents the different related literatures and studies that could support to the findings of the study.

2.1 Personality Traits

These have been singled out and debated as an emerging hub in psychological and educational research, much due to the influence on work performance. In educational design, there is the Five-Factor Model of personality, more commonly known as the Big Five traits—openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability—which has been exhaustively utilized to predict job performance, especially teaching effectiveness. Recently, Kim et al. (2019) directed the reader's attention to conscientiousness and emotional stability as strong predictors of job performance like the effectiveness of teaching, as they keep stress and workload under control. Furthermore, in Stajkovic et al. (2018), the produced outcome showed that agreeableness and extraversion are also essential contributors to the manufacturing of an environment of a productive classroom that facilitates higher students' engagement and increases the outcomes of better learning.

Also, the study indicates that personality traits even uniquely influence teaching skills and not overall performance. According to Perera et al. (2018), conscientious teachers will be held as diligent and diligent quality and have good classroom management and preparedness for a lesson. Highly openness in experience relates to open-minded teachers. This affects the employment of innovative ways of teaching and therefore inspires students to be creative and thoughtful, as well according to Buckley & Doyle (2017). This position presents the assertion that teacher characteristics have a significant impact on teaching methods and teacher-student relationships. Findings from these results will inform general educational outcomes.

Personality traits correlate highly with behavior; the case is thus the same for the performance of an individual in a learning environment. The Five-Factor Model of personality, commonly known as the Big Five, encompass: Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. All have been extensively researched in the educational context. Individuality traits greatly influence educators' strategies toward classroom management, pedagogical methods, and their interaction with learners, according to research by MacIntyre et al. (2019).

In the research of Panisoara et al. (2020) reveals that personality aspects "have a significant impact on most teaching effectiveness components—instruction delivery, organization, and orchestration, classroom management, and students' engagement". Understanding personality aspects in relation to teaching shows where improvement is needed and what one teaches. Such an understanding would not only help schools tailor professional development opportunities that support teachers in using their personality traits for enhancing effectiveness in classrooms but also because teaching is itself a dynamic profession, understanding personality influence upon teaching effectiveness remains an important area of study and practice.

2.2 Openness to experience

Openness to experience describes to what degree an individual is predisposed toward creativity, curiosity, or other aspects of open experience. This characteristic has a huge impact on the nature of instructional practice that is deployed by the teachers in the classroom because individuals who are more highly scaled open are seen as being more willing to accept innovative teaching strategies or modern ways of knowing in their curriculum designs. The experiment by Tan et al. (2016) has proven that high openness educators would most likely include a number of learning activities and make students use the critical thinking process in class, and because educators are pliable

with their teaching approach, lessons may be suited to several and varied types of learning styles that might deliver positive effects in education.

Openness to experience is an important aspect of integration in educational arenas. A teacher who is at a higher level of openness always possesses a stronger tendency toward use in new technological tools in teaching in order to improve the learning environment. According to the research paper by MacIntyre et al. (2019), a teacher who is more open has more possibilities to accept educational technologies, for example, virtual classrooms, digital assessments, and online learning platforms. This makes it engaging to students while at the same time making learning personal and accessible. Furthermore, Lin et al. claim that clarity allows them flexibility because the technology landscape changes very fast and thus enables them to prepare their respective learners better for the future challenges.

Besides the association with teaching styles, openness to experience is concerned with creating an open-inclusive learning environment by the teachers. Teachers who have fully developed this characteristic will have an effort to understand other people's perspectives and care more about specific needs of the learners in relation to their cultural, socio-economic, and educational background (Dewaele et al., 2018). This openness would allow the teachers to establish a conducive and sympathetic classroom climate, where students are treated with dignity and encouraged to voice themselves. Also, it is probable that facilitators will employ pedagogies inclusive of differentiated instruction for the purpose of meeting the diverse needs of the learner, which has been found to positively influence engagement levels and other outcomes of academic performance for students.

Consequently, openness to new experiences allows teachers to be resilient enough to cope with a classroom environment. As Ercan (2017) points out, open teachers are much more capable in handling the uncertainties and unexpectedness that arise in the professional environment. Flexible, they are more open to innovation and developing new solutions to concrete issues: problems of class management, instructional problems, and relational ones. Such qualities do not only help in developing their problem-solving skills but also enhance their direct job satisfaction and effective professionalism, which indirectly develops their performance in teaching and students' learning experiences.

2.3 Conscientiousness

Such personal attributes as self-discipline, meticulous, very responsible, comprise the concept of conscientiousness, which is one of the Big Five personality dimensions. Depending upon the educators involved, mostly dependable and systematic goal-oriented dimensions are considered for educators who have high conscientiousness. According to Tamannaifar and Shahmirzai (2019) teachers with high conscientiousness always have a tendency to handle classrooms, prepare lesson plans, and maintain discipline. All these together develop a structured educational environment. Their punctuality ensures achieving educational goals, hence increasing students' performance and academic results.

Highly conscientious teachers are likely also to have an overwhelming commitment towards meeting the demands of teaching duties and obligations. Bozgeyikli (2017), states that conscientious teachers, such as those scoring high in this scale, normally attain higher job satisfaction with commitment to constant professional development. They tend to be punctual, keep rules in order and activities to develop teaching skills. That is to say, it's an expression of commitment to professional development and also satisfies the needs of the school community for promoting quality accountability.

More recently, researchers also found some importance of conscientiousness in reducing stress and preventing burnout among teachers. Teachers who score high on conscientiousness are likely to better use their time and manage tasks systematically, which will thus increase the teachers' sense of control over their work. Lourenço et al. (2023) have proven that, in reality, more conscientious teachers are more suited to cope up with the challenges one faces in the classrooms-for example, different student needs and enforcing discipline. In this regard, they spend more time free from job-related stress and resultant burnout and remain focused and perform well on their jobs. The interaction of conscientiousness with the welfare of teachers reveals just how important this one particular personality trait is for creating viable pedagogical practices in enhancing overall instruction effectiveness.

2.4 Extraversion

Of all the Big Five personality traits, extraversion presents such personality traits as social, assertive, and energetic in terms of approaching social engagements. Hence, extraverted teachers tend to bring enthusiasm and engagement into the classroom environment, which consequently affects learning environments positively and students' motivation levels. The study conducted by Durak (2022) of teachers having high extraversion found that

such teachers create lively, active learning environments to which students are invited to take part. Their socialized and lively character leads to the building of strong bonds with the students, thus establishing a helpful and engaging atmosphere conducive to communication and cooperation.

These teachers are also comfortable speaking in public and with group dynamics, which is quite crucial to effective teaching. As presented by Bas and Tabanali (2020), extraverted teachers usually possess good mastery in leading discussions, organizing group activities, and providing constructive interplay during a class discussion that affects active learning. It attracts attention effectively and keeps the learner actively engaged; it enhances the quality of learning in that learning becomes more interesting and enjoyable. This will be useful when dealing with larger classes, where the capacity to maintain energy and concentrate extremely impacts students' participation.

The confidence in positive social interactions characteristic of extraversion may also help teachers manage some of the emotional stressors inherent in the job at last. Extraverted educators have been reported to better deal with stress and keep their heads more positively higher during hardships by Yan et al., (2024). Such emotional resilience enables such teachers to control classroom-related disputes, student misbehaviors and workload-related emotional stressors well. The teachers with higher extraversion tendencies tend to perform better in the emotional complexities of teaching as well as in raising their overall job satisfaction, leading them to prolong their service tenure in the profession.

2.5 Agreeableness

Agreeableness is one of the five Big personality dimensions that characterized attributes include such qualities as kindness and empathy, disposition toward cooperation, and agreeableness. Related to the teaching profession, agreeableness keeps on providing strong interpersonal relationships with students and colleagues. Teachers who are more agreeable will tend to create friendly and warm classroom environments that have an effect of good student wellbeing and leading to desirable behavioral outcomes. The study conducted by Smith and Brown, published in 2021, revealed that research findings indicate a greater sensitivity of teachers who are highly agreeable towards their learners, better assessing both emotional and educational needs, which, in turn, improves relationships with the students. Moreover, such teachers are more patient and tolerant, creating a respectful and mutually supportive classroom environment.

Also, agreeableness has much to do with the conflict resolution and management style of teachers in the class. Researchers like Nishant opined that based on his study conducted in 2019, highly agreeable teachers resolve or manage disputes between students in more constructive manners without any peace-like situations. Their cooperative way of working brings harmony between the students and reduces deviant behavior. Positive traits in teachers predispose them to using the positive reinforcement approach, which research has proven maximize motivation and interest among students. Their ability to keep a calm atmosphere in the classroom helps create a learner-friendly environment which supports the success of the student.

Such teachers are also said to be cooperative when working with other colleagues. According to Borg et al. (2021), such teachers who scored high on the agreeableness scale are likely to work in a cooperative team teaching situation, where they will share resources and ideas with others. It facilitates collegiality in a school setup if teamwork is considered paramount. Agreeable teachers are found very often to be approachable, thus providing a conducive learning environment. Amenable teachers who can compromise and help their peers can therefore collectively achieve school program success and professional development goals.

Additionally, the positive social orientation of agreeableness allows teachers to build trust and rapport with their students, whose presence is most crucial in teaching. As stated by Gonzales and Rosales (2022), teachers who score high in agreeableness are easy to converse with, thus creating a space within which learners feel at liberty to ask questions and raise concerns. Openness leads to enhanced student engagement and academic participation. They also adapt to an integrative teaching methodology because they love and care for all the students in class. Teachers with this attitude create a feeling of belonging and community; therefore, establish positive influence in regards to students' academic and social development.

2.6 Neuroticism

Neuroticism is considered part of the Big Five personality types that involve emotional instability, anxiety, and susceptibility to more negative affective states like stress, worry, or irritability. High neuroticism, when teaching, poses a significant challenge unique to managing the class's emotional needs. Teachers who have a higher rating in neuroticism are highly stress-prone and burn-out; this will have impacts that negatively influence their teaching performance and how they interact with their students. Akram and Shafiq (2020) cited that high neuroticism levels

would make teachers in this class more prone to report emotional exhaustion, which would make them not in a position to maintain a conducive and peaceful learning environment. That is to say, the pressures of the work engulf them and, subsequently, the reduction in job satisfaction and well-being.

However, all dimensions of neuroticism cannot be strictly negative. For example, teachers with middle-level neuroticism might be more responsive to the emotional conditions and needs of the students. Berkovich and Eyal (2019) noted that neuroticism can be taken as a reason for soaring empathy because teachers who may be susceptible to fluctuations in emotions are liable to answer problems among students. Such sensitivity may perhaps create a stronger attachment between students and teachers, especially those students who experience distress or anxiety. Here the emotional sensitivity linked with neuroticism may help teachers better to provide a more apt emotional support since it doesn't hinder them from managing their stress level well.

Studies show that though undesirable side effects are linked to high neuroticism, teachers become more effective in the strategies for managing their emotions that enhance greater pedagogical effectiveness. In these studies of Cuartero and Tur (2021), emotional intelligence and self-regulation ameliorate the negative consequences of neuroticism. The greater competence a teacher develops in terms of emotional awareness and regulation helps increase his or her capability to deal with stressful situations for the betterment of a more favorable classroom environment.

2.7 Teaching Performance

Teacher Performance is determined by using the Teacher Performance Evaluation Rubric consisting of indicators. The evaluation process requires the evaluator to use evidence gathered in a variety of avenues (professional growth or improvement plan, observations, walkthroughs, and conferences) to determine a teacher performance rating. Teacher-Student Data Linkage (TSDL) – refers to the process of connecting the teacher(s) of record [based upon above definition] to a student and/or defined group of students' achievement scores for the purpose of attributing student growth to that teacher. Standards-Based Teacher Evaluation Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating. (<https://www.lawinsider.com/dictionary/teacher-performance>)

A study conducted in the Oyo South Senatorial District of Oyo State, Nigeria by Adeola et al. (2017), revealed that the combination of personality traits and work commitment significantly influenced the job performance of public secondary school teachers in Oyo South Senatorial district. Lastly, it is therefore noteworthy that work commitment had the strongest influence on teachers' job performance in Oyo South Senatorial District. It is therefore evident that teachers' performance is influenced by personality traits and work commitment.

2.8 Instructional delivery

Instructional delivery is the very fabric of good teaching. Instructors, or teachers, describe how to present information to learners in ways that facilitate better learning. Effective instructional delivery has characteristics such as simplicity, coherence, and flexibility when delivering complicated concepts to students. Such educators, according to Jung et al. (2019), are defined by the following capabilities: They can break complex contents into understandable parts; they can include students more dynamically with participative methods; and they adjust pedagogies according to the needs of a particular classroom. Such competencies, therefore, are very important in fostering student understanding and engagement as well as in maintaining an engaging and rich learning environment.

This changes the modes of delivering lessons historically to a teacher who can provide more creative and interactive learning processes. Dakhi et al. (2020) noted that technology-enhanced tools, which include multimedia demonstrations, simulation activities, and online communication technologies, can make instruction more accessible, varied, and supportive, thus improving the learning preferences of diverse learners. With such technologies integrated, educators might find a way to generate a more active and interactive classroom environment, leading to increasing motivation in students and better academic achievements. Technology allows the instructor to track immediate student progress so that adjustments can be made in instruction based on student feedback as well as understanding.

More imperative in the process of improving instructional delivery techniques used by education professionals is professional development. According to different studies, a change in professionalism has been recorded among those teachers that participate in specific professional development practices directed to instructional practices. Based on a meta-analysis conducted by Mohr and Shelton (2017), long-duration and collaborative professional development experience dramatically increases teachers' competency in instructional delivery. These programs help

the teachers to update their pedagogical practices and try new methods of teaching and learning better practice from their peers. Professional development, therefore, becomes an important tool for ensuring that instructors are effective and responsive to the needs of their learners and, hence, contributes toward a rise in teaching effectiveness pertaining to instruction delivery.

2.9 Student engagement

Student engagement is amongst the critical indicator about teaching effectiveness because it is the actual interest and motivation of students in a course and/or learning. Teachers who develop high levels of student engagement are hence actually influential towards overall improvement in the academic and personal lives of students. According to Delfino, (2019), student engagement can be categorized into three dimensions: behavioral, emotional, and cognitive. Students are considered behaviourally engaged if they participate in intellectual activities, emotionally engaged so that students become affectively interested and enthusiastic about learning, and cognitively engaged so that students commit to deep learning and analytic thinking. Teachers who appropriately attend to these three dimensions of engagement demonstrate higher quality teaching because they can better design engaging learning environments that challenge pupils to engage meaningfully with their own learning.

Engagement is very closely aligned with teaching success in that engaged students will study more intensively, and they are likely to have better outcomes on academics. As Bowden et al. (2019) asserts there are high chances of improving student engagement by those teachers who adopt approaches supporting student autonomy, giving choices for learning activities as well as allowing self-motivated projects. It creates a sense of ownership in education but also develops intrinsic motivation so that students generally do better academically. When teachers are aware of and develop ways to increase learners' interest, they create a brighter atmosphere for learning that would accommodate the pluralistic needs of many learners.

Further, feedback plays a role in developing engagement in a student. According to Carless and Boud (2018), the quality of feedback precedes the long-term motivation to engage on the part of students. When the teacher provides immediate clear and helpful feedback, students gain an idea of value and where they stand in the process of learning. Continued interaction between lecturers and learners improves the learning process and promotes student's participation in their course of learning. Teachers, therefore, play a very significant role in maintaining positive levels of student engagement and consequently having a positive effect on teaching effectiveness generally when they emphasize the value of constructive feedback.

2.10 Classroom management

This is an aspect of teaching competence since the learning environment and behaviors of learners have been directly determined by it. Such an efficient classroom should be designed and managed with clear rules and routines and practicing discipline plus building a positive learning environment. According to Gage, 2018, effective teachers master classroom management and, in this case, the environment provides for a predictable and well-organized place where the students would understand expectations as well as consequences of their behavior. Such an environment produces less interference and allows students ample opportunity to work on scholarly tasks hence better academic performance.

The advent of technology might drastically change improving classroom management. The integration of digital tools into a learning place has been part of modern school settings. Studies conducted by Azhar and Iqbal in 2018 stated that teachers who used technology, such as classroom management apps or online student behavior monitoring tools, were more organized and apt to keep track of and meet students' needs. The technology also enables the instructors to provide differentiated instruction for different students such that all learners remain engaged and productive in the classes, which also enhances classroom management efficiency.

In general, professional development for improving classroom management is of paramount concern. According to Flower et al. (2017) continuous education in classroom management techniques is crucial to improve and maintain superior performance in teaching, especially for novice teachers. Those educators who engage in trainings and/or seminars about positive techniques of behavior control, conflict resolution and student involvement are significantly more likely to build up positive structured learning environments. It ensures continuous learning and critical review about how the classroom management strategy helps the educator change to the changed needs of the learners while retaining an effective and supportive learning environment.

3. METHODOLOGY

3.1 Research Design

The study employed a quantitative descriptive-correlational research design. A quantitative approach was utilized to examine the relationship between teachers' personality traits and their teaching performance in the Pantukan South District, Davao de Oro. This approach was appropriate because it allows the researcher to measure and quantify the levels of personality traits and teaching performance, providing statistical data on how these variables interact (Creswell, 2012). Quantitative research is ideal for studies that seek to identify general patterns and relationships between variables across specific populations.

The correlational method was also applied, as the study's objective was to investigate the relationship between the Big Five Personality Traits and teaching performance. As Creswell (2012) suggests, correlational research is used to measure the degree of association between two or more variables. This design enabled the researcher to determine whether significant relationships exist between teachers' personality traits and their teaching performance. By using correlation coefficients, the study analyzed the strength and direction of these relationships to inform educational practices and teacher development strategies.

3.2 Location of the Study

This study was carried out in Davao de Oro's coastal municipality of Pantukan. With a land area of 533.11 square kilometers, or 205.83 square miles, the municipality of Pantukan accounts for 11.69% of Davao de Oro's total area. According to the 2020 Census, there were 90,786 residents. This amounted to 11.83% of the population of the province of Davao de Oro or 1.73% of the total population of the Davao Region. Based on these figures, the population density is estimated to be 441 persons per square, or 170 persons per square kilometer.

The research took place at five schools in the Pantukan South District, namely Tagugpo National High School, Tagugpo Elementary School, Maligaya Elementary School, Las Arenas Elementary School, and Araibo National High School, all located in Pantukan, Davao de Oro, Philippines. These rural public schools face various challenges, including limited resources, a lack of teachers and students, and geographical isolation, which significantly impact educational practices and teaching performance. Given the remote setting, this study will provide insights into how these factors affect the relationship between teachers' personality traits and their teaching performance.

3.3 Research Participants

The participants of the study consisted of public-school teachers and students from the Pantukan South District in Davao de Oro. Specifically, they will be drawn from Tagugpo National High School, Tagugpo Elementary School, Maligaya Elementary School, Las Arenas Elementary School, and Araibo National High School. A total of 240 participants were involved, as the study was delimited by the small number of teachers and students enrolled in these remote schools for the School Year 2025-2026.

This limited sample size, due to the rural and isolated nature of the schools, still ensured a broad representation of the district's teaching experiences across both elementary and secondary levels. The sampling approach aimed to gather insights into how teachers' personality traits relate to their teaching performance, considering the unique challenges faced in remote education.

3.4 Data Collection

Prior to initiating the research, the study proposal was submitted to the appropriate ethics review board to ensure adherence to ethical standards concerning participant rights and welfare. The review focused on confidentiality, informed consent, and the potential impacts of the research on participants, ensuring that their identities and responses remain protected throughout the study.

After obtaining ethics approval, formal letters were submitted to the Schools Division Superintendent of Davao de Oro, along with the school heads of the selected public schools: Tagugpo National High School, Tagugpo Elementary School, Maligaya Elementary School, Las Arenas Elementary School, and Araibo National High School. These letters asked permission to conduct research within their institutions, explicitly stating the study's

focus on the relationship between personality traits and teaching performance in the context of rural education challenges.

Once permission is granted, informed consent forms were distributed to the teachers participating in the study. These forms clearly outlined the study's purpose, methodologies, potential risks, benefits, and participants' rights, including their right to withdraw at any time. Special attention was paid to ensure that teachers understand how their personality traits assessed and their role in the study. Only teachers who voluntarily provide signed consent were included, maintaining ethical standards throughout the research process.

The research instrument designed to assess the Big Five Personality Traits and their impact on teaching performance undergo a rigorous validation process. A panel of experts in educational psychology and research methodology reviewed the questionnaire to ensure its relevance and applicability in the context of rural schools. Following this review, a pilot test was conducted with a small group of teachers from a non-participating school to identify any issues related to clarity or structure. Feedback was utilized to make necessary revisions to enhance the instrument's effectiveness in measuring the intended variables.

Once all permissions and consents are secured, the questionnaires were administered to the participants during scheduled school hours. The researcher oversees the administration, providing clear instructions and support to ensure that all teachers accurately complete the questionnaires.

After the data collection phase, the responses were entered into a secure database for statistical analysis. The analysis was conducted using SPSS software to examine the relationships between the identified personality traits and teaching performance. This process involved calculating correlation coefficients to determine the strength and direction of associations, providing valuable insights into how individual personality characteristics influence teaching effectiveness in the unique context of the Pantukan South District.

3.5 Ethical Consideration

Before conducting the study, the researcher takes full responsibility for ensuring the protection of respondents' rights, values, and privacy. Ethical guidelines strictly adhered to in order to safeguard participants' confidentiality, dignity, and anonymity. The following ethical considerations was observed throughout the data collection process:

Social Value. The researcher ensured that the study's design, methodology, and data collection processes align with its objectives and generate relevant insights into the relationship between teachers' personality traits and their teaching performance. The social value of this research lies in its potential to inform educational practices and professional development initiatives. The results was shared with educational stakeholders, including school administrators and teacher training programs, offering insights on how specific personality traits can enhance teaching effectiveness and improve student engagement in the Pantukan South District.

Informed Consent. Participation in this study was entirely voluntary, with respondents providing informed consent prior to involvement. The researcher ensured that participants fully understand the study's scope, objectives, and procedures, including the focus on personality traits and their influence on teaching performance. Participants were informed that they have the right to withdraw from the study at any time without any negative consequences.

Risks, Benefits, and Safety. The researcher ensured that no harm comes to participants throughout the study. Data collection was conducted in a safe, controlled environment, and all precautions was taken to minimize any potential risks. The benefits of the study, particularly its potential to inform strategies for enhancing teaching performance and fostering a supportive educational environment, were clearly communicated to participants.

Privacy and Confidentiality of Information. Strict privacy and confidentiality protocols was maintained throughout the entire study. All personal information and survey responses was treated as confidential, with data securely stored and accessible only to the researcher and authorized personnel. Data was presented in aggregate form, ensuring anonymity, and participants have the opportunity to review the findings to ensure that their perspectives have been accurately represented.

Justice. The principle of justice was upheld by ensuring fairness in participant selection and data collection procedures. Participants were selected based on the study's needs, focusing on a representative sample of teachers from various schools in the Pantukan South District rather than convenience. All survey questions were designed to avoid bias, and any benefits arising from the research made equally available to all participants. This approach ensured that the findings contribute to a deeper understanding of how personality traits influence teaching performance across diverse educational contexts.

4 FINDINGS

This chapter presents the results obtained from the collected data and the subsequent analyses and interpretation based on the problems presented.

4.1 Level of Teachers Personality Traits (Openness to Experience)

This presents the results of teacher's personality traits in terms of openness to experience. The level of teachers' personality traits in terms of openness to experience get an overall mean of 3.80 with a descriptive rating of strongly agree. The item, As a teacher, I encourage my students to express their creative ideas, has the highest mean of 3.98 with a descriptive rating of strongly agree. Meanwhile, the item, As a teacher, I am willing to try unconventional teaching strategies, has the lowest mean of 3.63 with a descriptive rating of strongly agree. This result shows that the teachers' personality traits in terms of openness to experience play a significant role in molding the teacher's overall effectiveness.

4.2 Level of Teachers Personality Traits (Conscientiousness)

This section highlights the results of teacher's personality traits in terms of conscientiousness. This shows the level of teachers' personality traits in terms of conscientiousness which have an overall mean of 3.70 which is described as strongly agree. The item, As a teacher, I keep accurate records of student progress and performance, gets the highest mean of 3.90 which is described as strongly agree. Moreover, the item I as a teacher manages my time effectively to meet teaching deadlines, records the lowest mean of 3.55 which is describes as strongly agree. The result shows the conscientiousness as a trait of the teachers reflects their sense of responsibility and dedication to their profession.

4.3 Level of Personality Traits (Extraversion)

This section shows the findings on teachers' personality traits specifically in relation to extraversion. The teachers personality traits in terms of extraversion get an overall mean of 3.72 with a descriptive rating of strongly agree. The item, As a teacher, I encourage students to share their thoughts and opinions, gets the highest mean of 3.91 which is described as strongly agree. Moreover, the item, As a teacher, I feel comfortable speaking in front of large groups, has a mean of 3.43 with a descriptive rating of agree. The result shows that extraversion plays a vital role in teaching because it enhances the teacher's ability to engage with students, foster active class interactions, and create a positive learning environment.

4.4 Level of Personality Traits (Agreeableness)

This part presents the results regarding teachers' personality traits, focusing on agreeableness. The level of teachers' personality traits in terms of agreeableness registered an overall mean of 3.78, interpreted as strongly agree. The highest mean of 3.86 was recorded in the statement, As a teacher, I prioritize my students' needs in my teaching, while the lowest mean of 3.64 was noted in the statement, As a teacher, I am patient with my students' learning processes, both still rated as strongly agree. These results indicate that agreeableness among teachers reflects their warmth, kindness, and ability to foster harmonious relationships in the classroom.

4.5 Level of Personality Traits (Neuroticism)

This section highlights the outcomes related to the neuroticism aspect of teachers' personality traits. The level of teachers personality traits in terms of neuroticism got an overall mean of 3.52 with a descriptive rating of strongly agree. The item, As a teacher, I recognize when I need support and seek it out, gets the highest mean rating of 3.68 with a descriptive rating of strongly agree. Meanwhile, the item, As a teacher, I effectively manage my workload without feeling overwhelmed, has the lowest mean of 3.39 with a descriptive rating of agree. The result shows that when neuroticism is in high levels, it can impact teachers' effectiveness as it involves tendencies toward emotional sensitivity to stress.

4.6 Level of Teaching Performance (Instructional Delivery)

This part shows the results of teaching performance in terms of instructional delivery. The level of teachers' performance in terms of instructional delivery obtained an overall mean of 3.64, interpreted as strongly agree. The highest mean of 3.77 was noted in the statement, My teacher explains concepts clearly and understandably, also rated as strongly agree, while the lowest mean of 3.36 was recorded in the statement, My teacher adapts lessons based on student feedback, rated as agree. These findings highlight the importance of instructional delivery in supporting effective student learning and academic achievement.

4.7 Level of Teaching Performance (Classroom Management)

This presents the results of teaching performance in terms of classroom management. The level of teaching performance of teachers in terms of classroom management got an overall mean 3.71 with a descriptive rating strongly agree. The item, My teacher sets clear expectations for behavior, has the highest mean rating of 3.85 while the item, My teacher provides opportunities for students to take leadership roles, gets the lowest mean rating of 3.61. Both are described as described as strongly agree. The result shows that effective classroom management directly affects the learning environment and overall success of instructional delivery.

4.8 Level of Teaching Performance (Student Engagement)

This section highlights the findings of teaching performance in terms of student engagement. The level of teachers' performance in terms of student engagement recorded an overall mean of 3.75, interpreted as strongly agree. The highest mean of 3.83 was observed in the statement, My teacher motivates me to participate in class activities, while the lowest mean of 3.62 was in the statement, My teacher encourages me to think critically about the material, both rated as strongly agree. These results indicate that student engagement is a vital component of effective teaching performance, reflecting the extent to which students are actively involved in the learning process.

4.9 Relationship between Teachers Personality Trait and Teaching Performance

This part presents the correlation analysis among teachers' personality traits and teaching performance. The result implies that the teacher's personality traits and work performance among teachers have no strong positive correlation. The Pearson-r value is -0.082. This suggests that the two variables have a weak relationship with each other. This likely demonstrates that when personality scores increase, teaching performance tends to decrease slightly.

Moreover, the result identifies a p-value of 0.613 that is more than the set level of significance which is 0.05, suggests that results of the correlation are statistically not significant. This means that personality traits of the teachers do not appear to have a significant impact on teaching performance, implying that other factors beyond personality traits of the teachers may play a more crucial role in determining how well teachers performs in the classroom.

4.10 Teachers Personality Trait as Predictor of Teaching Performance

This presents regression analysis of teacher's personality traits and teaching performance. This shows the regression coefficients of the teacher's personality traits which are the openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism on teaching performance. The result shows that there is no indicator that statistically affects the teaching performance of the teachers as indicated in the p-value which are all above and greater than the set level of significance which is 0.05.

Among the predictors, agreeableness had the highest positive standardized beta coefficient ($\beta = 0.226$), suggesting it may have the strongest, though still non-significant, positive association with teaching performance. Conversely, neuroticism showed the strongest negative relationship ($\beta = -0.197$), yet also lacked statistical significance ($p = 0.416$). The remaining traits, openness ($\beta = -0.148$), conscientiousness ($\beta = -0.030$), and extraversion ($\beta = 0.042$), also demonstrated weak, non-significant relationships. These findings suggest that, within this sample, personality traits do not significantly predict teachers' performance, indicating that other factors may better explain variations in teaching effectiveness.

5 DISCUSSION AND CONCLUSION

The content of this chapter presents the studies discussions and conclusions together with the researchers' recommendations.

5.1 Level of Teachers Personality Traits.

The level of the teacher's personality traits in terms of openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism are all describe as always. This means that the teachers personality traits are always manifested.

When teachers' personality traits are always manifested in the classroom, it significantly shapes the learning environment. These are evident to teachers who handle diverse student needs, manages challenges, and maintain a motivating atmosphere. All of these traits demonstrated not only enhances instructional effectiveness but also foster strong teacher-student relationship built on trust and respect.

The result of the study affirms the research of Panisoara et al. (2020) who reveals that personality traits have a significant impact on most teaching effectiveness components-instruction delivery, organization, and orchestration, classroom management, and students' engagement". Understanding personality traits in relation to teaching shows where improvement is needed and what one teaches. Such an understanding would not only help schools tailor professional development opportunities that support teachers in using their personality traits for enhancing effectiveness in classrooms but also because teaching is itself a dynamic profession, understanding personality influence upon teaching effectiveness remains an important area of study and practice.

5.2 Level of Teaching Performance.

The extent of the teaching performance in terms of instructional delivery, classroom management, and student engagement are all describe as always. This means that teaching performance is always manifested.

Teaching performance is a crucial aspect in offering quality education. The teacher with strong teaching performance demonstrates mastery of content, clarity in instructional delivery, and the ability to adapt various teaching strategies to support student progress. Moreover, high teaching performance reflects a teacher's commitment to professional excellence, continuous improvement, and the creation of engaging and supportive classroom environment that is conducive for the learners.

The result of the study is in congruence to the study of Ahmed et al. (2016) which emphasizes professional performance of teachers at higher education level reflects subject mastery, attitude, teaching methodology and teachers' personal characteristics. These findings suggest that while these factors are important for teaching performance across the global scenario, there are other numerous factors influencing the teaching performance, underscoring the need for localized research.

5.5 Relationship of Teachers Personality Traits and Teaching Performance.

The result of the conducted study signifies that there is no significant relation among the two variables which are teachers' personality traits as the independent variable and teaching performance as the dependent variable of the study. The result does not statistically influence or predict how well the teachers perform in the classroom. In other words, whether a teacher is outgoing, flexible, and structures, these characteristics do not appear to have a measurable effect on their teaching effectiveness based on the data. This implies that other factors such as professional trainings, teaching experience, or institutional support plays a more critical role in determining teaching performance.

The result of this study debunks the study conducted in the Oyo South Senatorial District of Oyo State, Nigeria by Adeola et al. (2017), which revealed that the combination of personality traits significantly influenced the teaching performance of public secondary school teachers in Oyo South Senatorial district. Lastly, it is therefore noteworthy that work commitment had the strongest influence on teachers' job performance in Oyo South Senatorial District. It is therefore evident that teachers' performance is influenced by personality traits and work commitment.

5.6 Regression Analysis of Teachers Personality Traits and Teaching Performance.

The regression analysis of the study revealed that there is no single indicator in the teacher's personality traits who can predict the teaching performance of the teachers.

This finding implies that teaching performance may be shaped by more external factors like teaching strategies, professional development, classroom resources, or administration support rather than personality traits only. This study suggests that while personality traits may influence certain behaviors, it does not directly dictate a teacher's overall effectiveness in the classroom.

The result of the study may adapt to the study of Abarro (2018) who found out that the teaching performance of teachers is affected by civil status, highest educational attainment, and local seminars attended and scholastic performance. Also, Ahmed, et al (2016) determined that the performance of teachers is influenced by their personal factors. The traits of teachers and their ability to handle their personal and professional traits is a contributory factor to their work performance. This is also evident in the study of Adeola et al. (2017) who revealed that the combination of personality traits and work commitment significantly influenced the job performance of public secondary school teachers in Oyo South Senatorial district.

5.7 Recommendations

For the Department of Education (DepEd). I recommend to the DepEd officials to provide more teaching effectiveness trainings such as instructional delivery support, classroom management skills, and other professional training that may help teachers master their profession. Moreover, DepEd officials is encouraged to be more welcoming on the teacher's feedback and commentary to provide what is really in need in terms of providing quality education to the students.

For School Heads, I recommend to the school heads especially to the school principals and administrative officers to allow teachers to attend several enhancement trainings that will benefit and help the teachers achieve their fullest potential in teaching. I recommend to the school heads to provide a more supportive and collaborative working environment that creates an atmosphere to teachers to perform well in their duties.

For Teachers, it is recommended for subject teachers to enhance their professional competencies through submitting themselves in a professional trainings and collaboration with peers. It is also recommended that teachers should remain open to feedback and innovation in their teaching delivery to ensure meeting the diverse needs of the learners.

For Parents, it is recommended to the parents to support and collaborate with teachers by recognizing that effective teaching is shaped more by skills, strategies, and experience. Parents can play an important role in their child's education by maintaining open communication with teachers, reinforcing learning at home and by showing recognition to the teacher's efforts and dedication in teaching.

For students, it is recommended to students to remain open-minded and respectful towards their teacher. Students are also encouraged to adapt to different teaching strategies and remain motivated as their engagement and attitude play a vital role in their academic success.

For future researchers, it is recommended to the future researchers to explore to other factors that may influence teaching performance. Future studies may also consider expanding the scope of the study like using mixed-methods approaches to provide a deeper analysis of the complex dynamics in teaching performance.

5.8 Conclusion

While teachers' personality traits indicate that it is important in shaping interpersonal relationships and classroom environment of the teachers, it does not significantly predict teaching performance. The absence of a strong correlation between the two studied variables suggests that effective teaching is influenced more by other factors rather than inherent personality characteristics of the teachers. This highlights the need of important continuous training, mentorship programs, and institutional support in enhancing the teaching performance of the teachers regardless of their individual personality differences. Thereby focusing on skill development and pedagogical strategies may provide greater improvements in teaching effectiveness then solely relying to the personal attributes of the teachers.

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