

Personality Profile, Self-Efficacy, and Teaching Performance of Junior High School Teachers

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Abstract. Teachers' performance is crucial for the achievement of educational success, and as a result, numerous empirical studies have been conducted to explore various factors influencing teachers' teaching performance. However, focusing on teachers' personality and self-efficacy could be a valuable effort in identifying factors that impact their performance in pursuing educational goals. This study aimed to determine the personality profile, level of self-efficacy, and teaching performance of junior high school teachers (JHS). A descriptive research design was employed with 111 respondents who answered the questionnaires. Results showed that, when grouped and compared according to age, sex, and length of service, there was no significant difference between the personality profile and the level of self-efficacy of JHS teachers except for the Agreeableness personality trait when grouped and compared according to sex. Similarly, there is no significant difference between the level of teaching performance when grouped and compared according to age and length of service, except for the variable of sex. Conversely, using the Chi-Square Test of Independence tool, the result depicted no significant correlation between the personality profile of JHS teachers and the level of teaching performance. Also, with the utilization of the Spearman Rank Coefficient Correlation, the level of self-efficacy and the level of teaching performance have not been found to be significantly correlated.

Keywords: Junior high school; Teacher; Personality; Self-efficacy; Teaching performance.

1.0 Introduction

Teachers are prominent figures in the educational system, both statistically and in their potential to influence educational outcomes. Considerable research has been conducted based on the assumption that teachers' psychological characteristics are associated with teaching effectiveness. However, to this date, the question of what makes a good teacher has been asked by practitioners, policymakers, and researchers for decades (Kim et al., 2018).

A teacher's personality profile matters in determining their effectiveness. Each teacher approaches the job differently. Some run their classrooms like a tight ship, while others prefer a more unstructured approach that allows students to explore their creativity (McGuire, 2018). A focus on the teacher's personality could be a valuable effort in identifying factors that influence their performance in achieving any goals (Magno, 2008).

Self-efficacy is another trait that must be considered. Self-efficacy is a concept from Bandura's social-cognitive theory of behavioral change. It is hypothesized that the expectation of personal efficacy determines whether a behavior will be initiated and how long the efforts will be sustained in problem-solving situations. Self-efficacy is a person's belief in their ability to complete a task or achieve a goal. It encompasses a person's confidence in themselves to control their behavior, exert an influence over their environment, and stay motivated in the pursuit of their goal (Cherry, 2023).

On one hand, teacher performance is acknowledged as the most important institutional determinant of student academic achievement. For policymakers exploring ways to improve the education system, one permanent approach is to concentrate on teachers, who are the primary resources of the system.

As an educator, the opportunity for the researcher to work with many teachers allowed her to better understand that teachers should have the necessary skills to increase the probability of higher student achievement. In her observations, some teachers are left without assistance in developing methods to increase and maintain a high level of self-efficacy, leading to burnout. Furthermore, the lack of support places teachers in a stereotyping box that defies their character and personality. The researcher equally observed a massive decline in teachers' motivation, morale, productivity, attendance, and sense of accomplishment. From these first-hand experiences and observations, the researcher was driven to conduct this study. Thus, the purpose of this study is to determine the personality profile, the level of self-efficacy, and the teaching performance of Junior High School teachers.

2.0 Methodology

2.1 Research Design

A descriptive research design was employed. This design accurately and systematically describes the population, situation, or phenomenon (McCombes, 2023). It usually involves some form of comparison, contrast, and correlation. The researcher utilized a survey questionnaire to emphasize the importance of facts and focus attention on the most critical aspects to be reported. A survey is also an integral part of a descriptive research design because it allows the researcher to understand specific factors affecting participants.

2.2 Research Participants

111 Junior High School teachers in the District of Manapla, Negros Occidental participated in this study. A total enumeration was applied to select the respondents. According to Laerd (n.d.), total population sampling is a purposive technique where the entire population (total population) with specific characteristics (e.g., interests, experience, knowledge, attitudes, etc.) is examined.

2.3 Research Instrument

The research instrument employed in this study comprised two parts. The first part gathered information on respondent profiles, including name, age, sex, and length of service. The second part consisted of two sets of questions: the first set focused on Self-Efficacy, and the second set was linked to the Personality Profile. Two standardized instruments were employed: The Self-Efficacy test, consisting of a 20-item set constructed by Garong (2009), a former faculty member of West Negros University, and the Big Five Factor Markers Scale, a 50-item set from the IPIP (International Personality Item Pool). Permission to use the IPIP materials was obtained via email from John A. Johnson, Professor Emeritus of Psychology at the Pennsylvania State University and the IPIP Consultant.

Individual Performance Commitment and Review Form (IPCRF) was also used to assess teachers' performance. The IPCRF is a Philippine government employee assessment tool, that evaluates tasks accomplished by teachers throughout the year. It includes Key Result Areas (KRAs) such as Instructional Competence, Professional Growth, Learning Outcomes, Community Involvement, and a Special Task with a minimum of 15 objectives (Lopez, 2019).

Given that the research instrument employed standardized tests, the reliability of the questionnaires was already established. In Garong's study on Self-efficacy, the computed reliability coefficient using the Spearman-Brown Prophecy formula was 0.97, indicating very high reliability of the instrument. Furthermore, the IPIP scales for the Big Five Personality Marker test demonstrated a Cronbach Alpha reliability index of 0.84, with correlations to the original Goldberg (1992) factor markers.

2.4 Data Gathering Procedure

As soon as the validity and reliability of the instrument were established, permission was sought from the Division Superintendent of Negros Occidental, the District Supervisor, and the School Heads to administer the questionnaire to Junior High School Teachers in the District of Manapla. Upon approval, copies of the questionnaire were reproduced and personally distributed by the researcher to the respondents, enabling her to

explain the purpose of the study. Regarding teaching performance, the researcher requested a copy of the Teachers' Individual Performance Commitment and Review Form (IPCRF) from the respective School Heads.

2.5 Data Analysis Procedure

Three analytical schemes aligned to the study's specific objectives have been implemented. In the first place, a Descriptive Analytical Scheme has been applied to evaluate profiles focusing on age, sex, and length of service. Given several factors, e.g. extraversion, agreeableness, conscientiousness, emotional stability, and intellectual independence, the description scheme has been used to define personality profile, level of self-efficacy, and teaching performance for teachers. The study also utilized a comparative analytical scheme to identify significant differences in personality profile, self-efficacy, and teaching performance when teachers were grouped based on selected variables. Finally, the study employed a relational analytical scheme to determine significant relationships between personality profiles and teaching performance, as well as between levels of self-efficacy and teaching performance among the teachers.

3.0 Results and Discussion

3.1 Demographic Profile of the Respondents

Table 1 presents the profile of the respondents, encompassing age, sex, and length of service. The findings indicate that 48.6% of the respondents fall into the younger category, while the majority, constituting 51.4%, belong to the older group. Regarding gender distribution, the study reflects a predominance of female respondents, accounting for 73.0%, while males constitute 27.0%. Furthermore, the analysis of respondents' length of service reveals that 49.5% have shorter tenures, whereas the majority, comprising 50.5%, have longer years of service. Overall, the predominant demographic in this study comprises younger female respondents with lengthier service years.

Table 1. Descriptive statistics of the profile of the JHS teachers

Variables	Categories	Frequency	Percentage
Age	Younger (Below 43 years old)	54	48.6
	Older (43 years old and above)	57	51.4
Sex	Male	30	27.0
	Female	81	73.0
Length of Service	Shorter (Below 11 years)	55	49.5
	Longer (11 years and above)	56	50.5

3.2 Personality Profile of the Respondents

Table 2 outlines the personality profile of Junior High School (JHS) teachers, focusing on key factors such as Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Intellect/Imagination. The table provides insights into the distribution and characteristics of the teachers based on these personality dimensions, contributing valuable information to the understanding of the overall personality profile within the surveyed group.

Table 2. Descriptive statistics of personality traits of teachers

Personality Traits	Frequency	Percentage	Rank
Extraversion	3	2.70	5
Agreeableness	32	28.83	2
Conscientiousness	49	44.14	1
Emotional Stability	9	8.11	4
Intellect/Imagination	18	16.22	3
Total	111	100	

Conscientiousness emerged as the dominant trait, with 44.14% of teachers scoring high in this factor, ranking it first. Following closely, Agreeableness secured the second position, with 28.83% of teachers exhibiting this trait. This finding aligns with research suggesting that conscientious individuals are goal-oriented, organized, and attentive to details, characteristics beneficial for teaching and students' personal development. It supports the notion that conscientiousness is a trait strongly correlated with job performance, as proposed by Corr and Matthews (2009). Teachers with high conscientious scores are reported to be more effective in improving student conscientiousness, as highlighted by Cheng and Zamarro (2016). Conversely, the lower percentage of Extraversion

suggests that a smaller proportion of JHS teachers exhibit traits associated with sociability, energy, group work, and ease of interaction with others.

3.3 Level of Self-Efficacy of Teachers

Table 3 illustrates the level of self-efficacy of JHS teachers. According to the overall score of 4.22, which is interpreted as a "very high" level, JHS teachers in the Manapla district are showing very high levels of self-confidence. This indicates a strong belief in the ability of these teachers to encourage and involve students in discussions in the classroom. Despite achieving a high level of efficacy, the data implies that teachers face challenges in maintaining student interest during class. High self-efficacy is associated with positive effects on engagement, persistence, goal-setting, and various aspects of performance, including the use of effective strategies and the degree to which teachers monitor learning. The findings align with previous research suggesting that increasing self-efficacy positively influences teachers' willingness to engage in challenging tasks and enhances the quality and quantity of information processing (Biemiller, 2003; Garong, 2009).

Table 3. Descriptive statistics of the level of self-efficacy of teachers

Statements	Mean	Interpretation
1. Can perform a complete assessment of the class performance.	4.05	High Level
2. Can identify the different learning capabilities of my students.	4.15	High Level
3. Discuss topics that motivate and are interesting to students.	4.32	High Level
4. Can assess the difficulties of my students in the class.	4.14	High Level
5. Can assess the mental capabilities of my studies.	4.05	High Level
6. Can maintain the learning interest of my students during the class.	4.02	High Level
7. Can document the progress of my students	4.20	High Level
8. Assist students in performing their class activities.	4.45	High Level
9. Employ classroom discipline effectively.	4.22	High Level
10. Assist students in meeting the class assignments and projects.	4.04	High Level
11. Can identify the different learning capabilities of my students	4.03	High Level
12. Exert my intellectual and physical strength in providing learning to my students.	4.25	High Level
13. Use different teaching strategies to suit the learning needs of my students.	4.20	High Level
14. Possess a mastery of the subject matter.	4.41	High Level
15. Provide varied explanations to questions asked by my students.	4.45	High Level
16. Provide varied materials and topics in my class.	4.09	High Level
17. Provide thought-provoking questions to my students.	4.14	High Level
18. Go out of my way to get as much information as possible to provide interesting topics to my students.	4.06	High Level
19. Provide opportunities for my students to participate in class discussions and activities.	4.51	Very High Level
20. Encourage my students to participate in class discussions and activities.	4.58	Very High Level
Overall Mean	4.22	High Level

According to Age

Table 4 presents the level of self-efficacy among Junior High School (JHS) teachers grouped by age. Both the younger and older groups exhibit an overall mean score of 4.19 and 4.24, respectively, both interpreted as a "high level" of self-efficacy. This suggests that, regardless of age, JHS teachers generally share a high belief in their ability to encourage student participation in class activities. Notably, the mean scores indicate that the older group scored slightly higher than the younger group, highlighting a nuanced difference.

While both groups share a common interpretation of "high level," variations in self-beliefs emerge based on age. Specifically, younger respondents express challenges in performing a comprehensive assessment of class performance, while the older group faces difficulties assisting students with class assignments and projects. Previous research, such as Ghanizadeh and Moafian (2009), has found that age influences teachers' self-efficacy levels, with older teachers demonstrating higher confidence. However, literature on this topic presents conflicting findings, with studies like Zheng, Liu, and Yao (2023) suggesting that young teachers may exhibit stronger self-efficacy beliefs and greater expectations for promoting sustainable and healthy career development.

Contrary to these perspectives, Bandura (1995, 1994) proposes that age may not directly correlate with self-efficacy, emphasizing that individuals manage their lives differently. Instead, he suggests that self-efficacy beliefs evolve based on experiences, successes, and failures encountered during different life periods, shaping individuals' beliefs over time. These nuanced findings underscore the complex interplay of age and self-efficacy beliefs among JHS teachers, highlighting the need for a comprehensive understanding of individual experiences and challenges at various stages of their careers.

Table 4. Descriptive statistics of the level of self-efficacy of teachers in terms of age

Statements	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
1. Can perform a complete assessment of the class performance.	3.81	High Level	4.26	High Level
2. Can identify the different learning capabilities of my students.	4.02	High Level	4.28	High Level
3. Discuss topics that motivate and are interesting to students.	4.28	High Level	4.37	High Level
4. Can assess the difficulties of my students in the class.	4.09	High Level	4.19	High Level
5. Can assess the mental capabilities of my studies.	4.02	High Level	4.09	High Level
6. Can maintain the learning interest of my students during the class.	3.98	High Level	4.05	High Level
7. Can document the progress of my students	4.26	High Level	4.14	High Level
8. Assist students in performing their class activities.	4.43	High Level	4.47	High Level
9. Employ classroom discipline effectively.	4.17	High Level	4.26	High Level
10. Assist students in meeting the class assignments and projects.	4.13	High Level	3.95	High Level
11. Can identify the different learning capabilities of my students	4.00	High Level	4.05	High Level
12. Exert my intellectual and physical strength in providing learning to my students.	4.30	High Level	4.21	High Level
13. Use different teaching strategies to suit the learning needs of my students.	4.11	High Level	4.28	High Level
14. Possess a mastery of the subject matter.	4.37	High Level	4.46	High Level
15. Provide varied explanations to questions asked by my students.	4.44	High Level	4.46	High Level
16. Provide varied materials and topics in my class.	4.09	High Level	4.09	High Level
17. Provide thought-provoking questions to my students.	4.13	High Level	4.14	High Level
18. Go out of my way to get as much information as possible to provide interesting topics to my students.	4.02	High Level	4.11	High Level
19. Provide opportunities for my students to participate in class discussions and activities.	4.54	Very High Level	4.49	High Level
20. Encourage my students to participate in class discussions and activities.	4.61	Very High Level	4.54	Very High Level
Overall mean	4.19	High Level	4.24	High Level

According to Sex

Table 5 examines the self-efficacy levels of Junior High School (JHS) teachers based on their sex, distinguishing between male and female groups. The overall mean of 4.13 for the male group and 4.25 for the female group both fall into the "high level" category, indicating that teachers when categorized by sex, exhibit a high level of efficacy. Notably, the female group demonstrates a slightly higher mean score than the male group, signifying a subtle difference despite both groups achieving a "high level."

Both male and female teachers express a strong belief in attaining very high levels of self-efficacy, particularly in providing opportunities and encouraging student participation in class discussions and activities. However, differences emerge in their views on specific challenges. The male group perceives challenges in maintaining students' learning interest during class, while the female group sees challenges in assisting students with class assignments and projects and identifying diverse learning capabilities.

This finding aligns with the Philippine Department of Education's (DepEd) K to 12 programs, which emphasizes the importance of teachers in identifying students' learning styles, intelligence, strengths, and weaknesses. Despite

both groups achieving the same high level of efficacy, distinctions in self-beliefs between male and female teachers indicate different perspectives and challenges.

Valerie (2018) suggests that men often perceive things logically, focusing on the main point, while women use intuition and emotion, paying attention to details and hidden meanings. This difference in perception may contribute to variations in self-beliefs between male and female teachers, as reflected in this research. Islahi (2013) notes that females generally possess personality traits essential for effective teaching to a greater degree than males. Similar observations are reported in Sarfo et al.'s (2015) study, indicating that female teachers exhibit higher instructional strategy efficacy than their male counterparts. However, Pas et al. (2012) caution that most studies exploring the association between gender and teacher efficacy have relatively small sample sizes and include few male teachers.

Table 5. Descriptive statistics of the level of self-efficacy of teachers in terms of sex

Statements	Male		Female	
	Mean	Interpretation	Mean	Interpretation
1. Can perform a complete assessment of the class performance.	3.90	High Level	4.10	High Level
2. Can identify the different learning capabilities of my students.	4.00	High Level	4.21	High Level
3. Discuss topics that motivate and are interesting to students.	4.30	High Level	4.33	High Level
4. Can assess the difficulties of my students in the class.	4.07	High Level	4.17	High Level
5. Can assess the mental capabilities of my studies.	3.97	High Level	4.09	High Level
6. Can maintain the learning interest of my students during the class.	3.83	High Level	4.09	High Level
7. Can document the progress of my students	3.93	High Level	4.30	High Level
8. Assist students in performing their class activities.	4.40	High Level	4.47	High Level
9. Employ classroom discipline effectively.	4.03	High Level	4.28	High Level
10. Assist students in meeting the class assignments and projects.	4.00	High Level	4.05	High Level
11. Can identify the different learning capabilities of my students	3.97	High Level	4.05	High Level
12. Exert my intellectual and physical strength in providing learning to my students.	4.10	High Level	4.31	High Level
13. Use different teaching strategies to suit the learning needs of my students.	4.13	High Level	4.22	High Level
14. Possess a mastery of the subject matter.	4.30	High Level	4.46	High Level
15. Provide varied explanations to questions asked by my students.	4.40	High Level	4.47	High Level
16. Provide varied materials and topics in my class.	3.97	High Level	4.14	High Level
17. Provide thought-provoking questions to my students.	4.13	High Level	4.14	High Level
18. Go out of my way to get as much information as possible to provide interesting topics to my students.	4.03	High Level	4.07	High Level
19. Provide opportunities for my students to participate in class discussions and activities.	4.53	Very High Level	4.51	Very High Level
20. Encourage my students to participate in class discussions and activities.	4.53	Very High Level	4.59	Very High Level
Overall mean	4.13	High Level	4.25	High Level

According to Length of Service

Table 6 provides insights into the self-efficacy levels of Junior High School (JHS) teachers based on their length of service, distinguishing between shorter and longer periods. The overall mean of 4.19 for the shorter group and 4.55 for the longer group both fall within the "high level" category, indicating that teachers when categorized by their teaching experience, exhibit a high level of efficacy. Both groups express a strong belief in their ability to encourage student participation in class discussions and activities, yet subtle distinctions arise in the figures. The mean score reveals that respondents with longer teaching experience have higher self-efficacy than those with shorter years of service.

This implies that teachers with longer experience may have acquired proficiency in subjects taught throughout their careers, despite facing challenges in assisting students with class assignments and projects. On the other hand, teachers with shorter experience, although achieving a "high level" of self-efficacy, indicate an ongoing process of improving their potential in completing assessments of class performance.

Contrary to the findings of Sen and Sood (2016), which suggested that less experienced secondary school teachers exhibited higher self-efficacy than their more experienced counterparts, this research indicates that teaching experience positively correlates with self-efficacy. The results align with the idea that experienced teachers' beliefs are often based on mastery experiences, while new teachers benefit from available teaching resources to improve their self-efficacy beliefs (Depaepe and Konig, 2018). Additionally, Kini and Podolsky (2016) note a positive association between teaching experience and student achievement gains, emphasizing that variation in teacher effectiveness exists at every stage of the teaching career. These findings underscore the importance of ongoing support and opportunities for reflection to enhance teachers' self-efficacy beliefs throughout their careers.

Table 6. Descriptive statistics of the level of self-efficacy of teachers in terms of length of service

Statements	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
1. Can perform a complete assessment of the class performance.	3.82	High Level	4.27	High Level
2. Can identify the different learning capabilities of my students.	3.98	High Level	4.32	High Level
3. Discuss topics that motivate and are interesting to students.	4.29	High Level	4.36	High Level
4. Can assess the difficulties of my students in the class.	4.09	High Level	4.20	High Level
5. Can assess the mental capabilities of my studies.	4.00	High Level	4.11	High Level
6. Can maintain the learning interest of my students during the class.	3.96	High Level	4.07	High Level
7. Can document the progress of my students	4.25	High Level	4.14	High Level
8. Assist students in performing their class activities.	4.40	High Level	4.50	Very High Level
9. Employ classroom discipline effectively.	4.13	High Level	4.30	High Level
10. Assist students in meeting the class assignments and projects.	4.09	High Level	3.98	High Level
11. Can identify the different learning capabilities of my students	4.00	High Level	4.05	High Level
12. Exert my intellectual and physical strength in providing learning to my students.	4.35	High Level	4.16	High Level
13. Use different teaching strategies to suit the learning needs of my students.	4.13	High Level	4.27	High Level
14. Possess a mastery of the subject matter.	4.40	High Level	4.43	High Level
15. Provide varied explanations to questions asked by my students.	4.44	High Level	4.46	High Level
16. Provide varied materials and topics in my class.	4.13	High Level	4.05	High Level
17. Provide thought-provoking questions to my students.	4.16	High Level	4.11	High Level
18. Go out of my way to get as much information as possible to provide interesting topics to my students.	4.05	High Level	4.07	High Level
19. Provide opportunities for my students to participate in class discussions and activities.	4.53	Very High Level	4.50	Very High Level
20. Encourage my students to participate in class discussions and activities.	4.60	Very High Level	4.55	Very High Level
Overall mean	4.19	High Level	4.25	High Level

3.4 Level of Teaching Performance of Teachers

Table 7 determines the level of teaching performance of teachers when they are grouped according to age, sex, and length of service.

Table 7. Descriptive statistics of the level of teaching performance of teachers

Variables	Categories	Mean	Interpretation
Age	Younger	4.23	Very Satisfactory
	Older	4.19	Very Satisfactory
Sex	Male	4.08	Very Satisfactory
	Female	4.26	Very Satisfactory
Length of Service	Shorter	4.22	Very Satisfactory
	Longer	4.20	Very Satisfactory
Overall Mean		4.20	Very Satisfactory

Table 7 provides an analysis of the level of teaching performance in terms of age, gender, and length of service for teachers at junior high schools. When grouped according to age, sex and length of service, the average level of teaching performance is 4.20 which indicates a "very satisfactory" outcome.

While the study demonstrates very satisfactory ratings across variables, variations in the figures suggest nuanced differences in teaching performance. The results indicate that most female respondents below 43 years old and with less than 11 years of teaching experience perform very satisfactorily, potentially reflecting the dominance of female teachers in the District of Manapla. This aligns with national trends showing an increasing number of female educators (Ingersoll, 2019).

The findings also imply that female teachers may exhibit compassion and create a comfortable environment for students to share, serving as sisters or mothers, as emphasized by Islahi (2013). Younger teachers, despite having shorter service durations, demonstrate very satisfactory teaching performance, suggesting eagerness, commitment, and a strong work ethic, as noted in the study by Gunigundo (2017).

3.5 Personality Profile of Teachers When Grouped According to Age, Sex, and Length of Service *According to Age*

Table 8 on the next page shows the personality profile of the Junior High School (JHS) Teachers when they are grouped according to age.

Table 8. Descriptive statistics of the level of the Personality profile in terms of age

Personality Traits	Younger		Older	
	Frequency	Percentage	Frequency	Percentage
Extraversion	2	66.7	1	33.3
Agreeableness	14	43.8	18	56.2
Conscientiousness	23	46.9	26	53.1
Emotional Stability	6	66.7	3	33.3
Intellect/Imagination	9	50.0	9	50.0
Total	54	48.6	57	51.4

The analysis of personality traits in Table 8 provides a breakdown of responses based on age groups (younger and older) within the Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Intellect/Imagination factors. In the Extraversion factor, 66.7% of those who scored high were younger respondents, while 33.3% were older. For Agreeableness, 43.8% of those scoring high are younger, with the majority (56.2%) being older. In the Conscientiousness factor, 46.9% of high scorers are younger, while the majority (53.1%) are older. In Emotional Stability, 66.7% of those with high scores are younger, and 33.3% are older. In Intellect/Imagination, 50% of high scorers are younger, and the other 50% are older respondents.

The overall frequency count indicates that 51.4% of the respondents are older, while 48.6% are younger. Notably, the dominant personality trait among both younger and older JHS teachers is Conscientiousness. This suggests a similarity in personality traits when grouped by age, with conscientiousness being a prevalent trait among both age categories. Conscientious individuals, as described by Kell (2019), are thorough, hardworking, and responsible. This trait is associated with good outcomes like longevity, attainment of a higher education level, job performance, and stability in the family. Conscientious people tend to follow societal norms, experience guilt, and shame when they fail to meet expectations and can delay gratification to achieve long-term goals. Conversely, individuals with low conscientiousness may be perceived as lazy, careless, and negligent. The results of this study imply that JHS teachers, whether younger or older, exhibit promising traits of being disciplined, organized, and goal-oriented individuals.

According to Sex

Table 9 presents the analysis of the personality profile of Junior High School (JHS) teachers based on their biological groupings (male and female). In the Extraversion factor, all 3 respondents who scored high were female, and no male respondents fell into this category. For Agreeableness, 5% of respondents scoring high were male, while the majority (75%) were female. In Conscientiousness, 30.6% of high scorers were male, and the majority (69.4%) were female. Emotional Stability showed 33.3% of high scorers as male and the majority (67.7%) as female. In Intellect/Imagination, 22.2% of high scorers were male, and the majority (77.8%) were female.

Table 9. Descriptive statistics of the level of Personality profile in terms of sex

Personality Traits	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Extraversion	0	0	3	100
Agreeableness	8	25	24	75
Conscientiousness	15	30.6	34	69.4
Emotional Stability	3	33.3	6	67.7
Intellect/Imagination	4	22.2	14	77.8
Total	30	27	81	73

The overall frequency count reveals that out of 111 respondents, 27% are male, and the majority (73%) are female. Regardless of gender, the most prevalent personality trait among JHS teachers is Conscientiousness. The study suggests that both male and female groups of JHS teachers predominantly exhibit conscientious traits. Although both genders show a higher frequency in the conscientiousness factor, the figures indicate variations in the personality traits of JHS teachers. The female group significantly outnumbers males, implying that female teachers are more likely to be perceived as organized, dedicated, and disciplined individuals.

Empirical validations support the idea that teachers, particularly females, tend to be more conscientious. For example, Aidla and Vadi (2010) found that teachers in Estonia, especially females, demonstrated higher conscientiousness. The ability to exert self-discipline, organization, and impulse control to comply with the rules or objectives is a characteristic of conscientiousness, which is characterised by the ability to exert self-discipline, organization, and impulse control. While women generally score higher than men on some facets of conscientiousness, such as order, dutifulness, and self-discipline, these differences may not be consistent across cultures (Weisberg, DeYoung, & Hirsh, 2011; Costa et al., 2001).

Goncz (2017) emphasizes that both male and female teachers should possess qualities like cooperation, compromise, mild-manneredness, benevolence, and faith in mankind. In addition, for the characteristics such as competence, order, sense of responsibility, planning, self-discipline, impulse control, and commitment to work that emerge in this profession, a reasonable level of conscientiousness is crucial. Overall, gender differences in the personality characteristics of JHS teachers are highlighted concerning conscientiousness being a major trait between men and women.

According to Length of Service

Table 10. Descriptive statistics of the level of Personality profile in terms of length of service

Personality Traits	Shorter		Longer	
	Frequency	Percentage	Frequency	Percentage
Extraversion	2	66.7	1	33.3
Agreeableness	13	40.6	19	59.4
Conscientiousness	24	49.0	25	51.0
Emotional Stability	6	66.7	3	33.3
Intellect/Imagination	10	55.6	8	44.4
Total	55	49.5	56	50.5

Table 10 provides an analysis of the personality profile of Junior High School (JHS) teachers categorized by their length of service (shorter and longer). In the Extraversion factor, 66.7% of respondents with high scores are from the shorter length of service group, while 33.3% are from the longer length of service group. For Agreeableness, 40.6% of high scorers belong to the shorter group, and the majority (59.4%) are from the longer group. In Conscientiousness, 49% of high scorers are from the shorter group, and the majority (51%) are from the longer group. In Emotional Stability, 66.7% of high scorers are from the shorter group, and 33.3% are from the longer group. In Intellect/Imagination, 55.6% of high scorers are from the shorter group, while 44.4% are from the longer group.

The total frequency count of respondents, when grouped according to length of service, reveals that 49.5% of respondents have a shorter length of service, while the majority (50.5%) have a longer length of service. The dominant personality trait among JHS teachers, regardless of length of service, is Conscientiousness, as indicated by the frequency figures. The study suggests that both shorter and longer length of service groups of JHS teachers predominantly exhibit conscientious traits. Although both groups show a higher frequency in the

conscientiousness factor, the figures suggest differences in the personality traits of JHS teachers based on their length of service. The longer length of service group scores higher than the shorter group.

This implies that conscientiousness significantly predicts performance, with longer-serving teachers having accumulated more experience and demonstrating a goal-oriented performance. This finding aligns with research indicating that conscientiousness is a strong predictor of performance across various job types, as conscientious individuals tend to be more driven, achievement-oriented, and detail-oriented (Bullock, 2014). Additionally, measures of teacher conscientiousness reflect qualities such as dependability, achievement striving, and self-discipline, contributing to effective teaching (Cheng and Zamarro, 2016).

3.6 Comparative Analysis of Personality Profile of Teachers

According to Age

Table 11 presents a comparative analysis of the personality profile of teachers when grouped and compared according to age. Generally, when JHS teachers are grouped according to age, there is no significant difference in their personality profile.

Table 11. Differences in the personality profile of teachers according to age

Personality Traits		Age		Chi-Square	p-Value	Interpretation
		Younger	Older			
Extraversion	Count	2	1	0.175	0.916	Not Significant
	Percentage	66.7	33.1			
Agreeableness	Count	14	18	1.418	0.492	Not Significant
	Percentage	43.8	56.2			
Conscientiousness	Count	23	26	0.555	0.758	Not Significant
	Percentage	46.9	53.1			
Emotional Stability	Count	6	3	2.356	0.502	Not Significant
	Percentage	66.7	33.3			
Intellect/Imagination	Count	9	9	2.376	0.305	Not Significant
	Percentage	50.0	50.0			

According to Sex

Table 12 presents the comparative analysis of the personality profile of teachers when grouped and compared according to sex. In general, when JHS teachers are grouped according to sex, there is no significant difference in their personality profile.

Table 12. Differences in the personality profile of teachers according to sex

Personality Traits		Sex		Chi-Square	p-Value	Interpretation
		Male	Female			
Extraversion	Count	0	3	0.168	0.05	Not Significant
	Percentage	0	100			
Agreeableness	Count	8	24	56.879	0.05	Not Significant
	Percentage	25.0	75.0			
Conscientiousness	Count	15	34	2.868	0.05	Not Significant
	Percentage	30.6	69.4			
Emotional Stability	Count	3	6	3.383	0.05	Not Significant
	Percentage	33.3	67.7			
Intellect/Imagination	Count	4	14	0.483	0.05	Not Significant
	Percentage	22.2	77.8			

According to Length of Service

Table 13 presents the comparative analysis of the personality profile of teachers when grouped and compared according to length of service. In general, when JHS teachers are grouped according to their length of service, there is no significant difference in their personality profile.

Table 13. Differences in the personality profile of teachers according to length of service

Personality Traits		Length of Service		Chi-Square	p-Value	Interpretation
		Shorter	Longer			
Extraversion	Count	2	1	2.390	0.05	Not Significant
	Percentage	66.7	33.3			
Agreeableness	Count	13	19	1.005	0.05	Not Significant
	Percentage	40.6	59.4			
Conscientiousness	Count	24	25	0.861	0.05	Not Significant
	Percentage	49.0	51.0			
Emotional Stability	Count	6	3	4.522	0.05	Not Significant
	Percentage	66.7	33.3			
Intellect/Imagination	Count	10	8	0.483	0.05	Not Significant
	Percentage	55.6	44.4			

3.7 Comparative Analysis of the Level of Self-Efficacy

The findings, as depicted in Table 14, indicate that there is no significant difference between the levels of self-efficacy of Junior High School (JHS) teachers when they are grouped and compared according to age, sex, and length of service.

Table 14. Difference in the level of self-efficacy

Variables	Categories	N	Mean Rank	Mann Whitney U- test	Sig. Level	p-value	Interpretation
Age	Younger	54	53.06	1380.500	0.05	0.349	Not Significant
	Older	57	58.78				
Sex	Male	30	49.17	1010.00		0.173	Not Significant
	Female	81	58.53				
Length of Service	Shorter	55	53.53	1404.00		0.422	Not Significant
	Longer	56	58.43				

3.8 Comparative Analysis of the Level of Teaching Performance

The findings, as shown in Table 15, reveal that when JHS are grouped and compared according to age and length of service there is no significant difference about the level of teaching performance. However, there are significant differences in the level of teaching performance when grouped and compared according to sex.

Table 15. Difference in the level of teaching performance

Variables	Categories	N	Mean Rank	Mann Whitney U- test	Sig. Level	p-value	Interpretation
Age	Younger	54	58.07	1427.00	0.05	0.508	Not Significant
	Older	57	54.04				
Sex	Male	30	39.05	706.50		0.001	Significant
	Female	81	62.28				
Length of Service	Shorter	55	54.51	1458.00	0.628	Not Significant	
	Longer	56	57.46				

3.9 Association Between Personality Profile and Teaching Performance

Table 16 determines the association between the personality profile and the level of teaching performance.

Table 16. Chi-square test of association between the level of personality profile and the level of teaching performance

	Chi-Square	Significant Level	p-value	Interpretation
Level of Personality Profile	0.699	0.05	0.951	Not Significant
Level of Teaching Performance				

The examination of statistics in Table 16 reveals a computed p-value of 0.951 ($r = 0.951$, $p > 0.05$) for the Chi-Square Test of Independence. The generated p-value is above the significance level of 0.05. This indicates that there is no correlation between the personality traits and the level of performance of Junior High School (JHS) teachers. Therefore, it can be inferred that the personality profile of teachers does not have a significant impact on their level of teaching performance, which has been consistently rated as "very satisfactory" based on their Individual Performance Commitment and Review Form (IPCRF) records.

3.10 Relationship Between Self-Efficacy and Teaching Performance

Table 17 determines the relationship between the level of self-efficacy and the level of teaching performance of JHS teachers.

Table 17. Correlation analysis between the level of self-efficacy and the level of teaching performance				
	Rho	Significant Level	p-value	Interpretation
Level of Self-Efficacy	0.166	0.05	0.082	Not Significant
Level of Teaching Performance				

The examination of statistics in Table 17 reveals a computed p-value of 0.082 for the Spearman Rho, which is above the tabular value of the significance level set at 0.05. This result implies that the level of self-efficacy among Junior High School (JHS) teachers is not significantly affected by their level of teaching performance. This finding contrasts with previous studies that emphasize the importance of teacher self-efficacy in the success of the teaching-learning process.

Although there is extensive literature on self-efficacy and its dimensions in education, there is a notable gap in studies looking at the relationship between teachers' self-efficacy, their actual teaching skills, and their characteristics (Cocca et al., 2018). Some researchers argue that teacher self-efficacy has broader implications for overall school effectiveness, suggesting a correlation between higher-performing schools and mediating factors between a school's climate and professional culture (Bray-Clark & Bates, 2003).

Moreover, existing research suggests that high self-efficacy beliefs can empower teachers to respond effectively to stressful situations and challenges. Teachers with positive efficacy beliefs are more inclined to take risks and embrace new teaching techniques, contributing to their overall effectiveness (Guskey, 2008). Despite the incongruence in this study's findings, the complex interplay between self-efficacy and teaching performance remains an intriguing area for further research and exploration.

4.0 Conclusion

In conclusion, the study presents several key findings regarding the personality profile, self-efficacy, and teaching performance of Junior High School (JHS) teachers. Firstly, the dominant personality trait among JHS teachers, as categorized by selected variables, is Conscientiousness. This trait signifies that the respondents generally exhibit qualities such as goal-oriented behavior, organizational skills, and attention to detail, all crucial attributes for the teaching profession. The demanding tasks of lesson planning, classroom organization, and meticulous attention to detail align with the conscientious nature required in the teaching role.

Secondly, in terms of self-efficacy, the overall findings indicate a "high level" among JHS teachers. They demonstrate a strong belief in encouraging student participation in class discussions. However, the study notes a challenge in maintaining students' interest, particularly due to external factors like technology and social media. Additionally, variations in teachers' beliefs emerged when categorized by age, sex, and length of service.

Thirdly, the overall teaching performance of JHS teachers in the District of Manapla is rated as "very satisfactory," exceeding established standards, as indicated in the Individual Performance Commitment and Review Form (IPCRF). When grouped by variables, most younger female teachers with shorter service years perform very satisfactorily. Nevertheless, the study suggests a continual need for efforts and professional development to achieve an outstanding level of teaching performance.

Regarding the influence of age, sex, and length of service on personality profile, self-efficacy, and teaching performance, the study reveals that these variables do not significantly impact these factors. However, sex emerges as a predictor significantly influencing teaching performance, with female teachers demonstrating a higher level of performance.

Moreover, when exploring the relationship between personality profile and teaching performance, as well as the relationship between self-efficacy and teaching performance, the study found no significant associations. In

essence, teachers' attitudes, and behaviors, based on their personality traits and self-efficacy, do not appear to impact their teaching performance. It seems that teachers' attitudes and behaviors, influenced by their personality traits and belief in their abilities, do not directly affect their teaching performance.

In summary, while certain traits and characteristics prevail among JHS teachers, and despite variations in self-efficacy beliefs, the study emphasizes the need for continuous professional development and efforts to enhance teaching performance. This can be achieved through workshops, seminars, and training sessions that focus on teaching methodologies, classroom management, and subject-specific content. These initiatives will help teachers refine their skills and boost their confidence in the classroom.

Additionally, schools should implement programs that address emotional support, physical wellness, and professional growth. These initiatives will enable teachers to recognize their strengths and areas for improvement, allowing them to set attainable goals and work towards enhancing their self-efficacy. To maintain teacher well-being, schools should provide access to counseling services or assistance programs to help manage stress and promote overall wellness. This holistic approach can contribute to increased confidence, resilience, and productivity among teachers. Recognizing the aspects that contribute to a teacher's efficiency is a significant concern for both research and policy-making. This understanding can potentially shape the way teachers prepare and improve educational experiences for all.

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7.0 Conflict of Interests

The author declares that they have no conflicts of interest.

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