

Influence of personality traits on the job performance of public elementary school teachers

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Abstract

The purpose of the research was to determine which domains of personality traits significantly influence job performance of public elementary school teachers. The respondents comprised 225 elementary teachers from the five big schools of Tagum City Division. The study employed quantitative, non-experimental method employing causal effect to describe existing characteristics. Mean, Pearson r, and Regression Analysis were the statistical tools used. The result of research displayed a high level of personality traits of teachers in terms of openness to experience, conscientiousness, extraversion, agreeableness and moderate in neuroticism. The level of job performance of teachers was high in terms of affective temperament, aptitude, achievement, self-regard and locus of control. The correlation analysis revealed significant association of personality traits to job performance of teachers. Lastly, it was revealed that openness to experience, agreeableness, conscientiousness and extraversion domains of personality traits significantly affect job performance of teachers.

Keywords: educational management, personality traits, job performance, Philippines

Influence of personality traits on the job performance of public elementary school teachers

1. Introduction

Educators performed responsibilities in the classroom like demonstration teaching, managing students and achieving goals which are the main objectives of education. Teacher's performance is a behavior that changes differently in the environment. In such way that a specific duty entrusted to mentor responds quick initiative in fulfilling the function successfully (Duze, 2012). There is no such perfect school, normally an institution experience dilemma like problematic teachers. Poor-performing educators not only deteriorate their works but the discouraging qualities may disturb colleagues from doing their function and decreases employee believability (Banfield et al., 2006). A research indicates that job satisfaction is crucial due to its association with work performance, physical, mental health, and career decisions. Teachers dissatisfied with their work, display lower commitment, negatively impact on student motivation through emotional contagion, may fail to satisfy their student's needs for autonomy, competence and greater risk of leaving the profession. Intensity of job satisfaction depends on the discrepancy of expectations of person, what he wants and what he gains. It is showed that teachers' job satisfaction has an impact on their professional performance (Skaalvik, 2009).

Personality traits has been considered as an important factor in the personality studies specifically for predicting job performance. It is a behavior which differentiates one person from another and provides acumen whether a person will do some specific job. Experts view that individuals with a stable and long term traits affect behaviors at work. They captured that personality is the effective tool that predicts job performance. The job performance depending on to obey every legal and illegal instructions of heads to make them happy is the way to survive in the organization (Beer & Brooks, 2011). Basic Education System in Albania undergone a complex change for decades. Teachers quit from their profession and looked for new opportunities concerning job. The number of people studying education has decreased. Such facts lead to the need of studying job satisfaction level for teachers in order to identify a steady factor which influences job performance of teachers to be motivated in their works (Judge, 2001). The real problems actually come upon real field implementation at school, multi-interpretative regulations, and goodwill from people to support government programs of teacher development (Tobias et al., 2014).

1.1 Research objectives

This research was conducted to determine which domains of personality traits of public grade school teachers significantly influences the job performance. Specifically, this study quested:

- To describe the level of personality traits of teachers in terms of extraversion; openness to experience; conscientiousness; agreeableness; and neuroticism.
- To describe the level of job performance of teachers in terms of aptitude; achievement; self-regard; locus of control; and affective temperament.
- To determine significant linkage between personality traits and job performance.
- To find out what domain of personality traits that significantly influences job performance of teachers.

1.2 Research hypotheses

The null hypotheses were tested at 0.05 level of significance stating that:

- There is no significant relationship between personality traits and job performance of elementary teachers.
- There is no specific domain of personality traits that influences job performance of educators.

2. Review of related literature

Presented in this section are some literatures, concepts, insights and ideas from various authors that give relevance and support to this research. This study has two variables. Personality traits presented by Beer and Brooks (2011) as the independent variable with the indicators; openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. The dependent variable utilized by Sackett et al. (2011) is job performance with its indicators; affective temperament, aptitude, achievement, self-regard and locus of control.

2.1 Personality traits

In the past decades, the paradigm of human behavior consists various indicators namely: agreeableness, conscientiousness, agreeableness, extraversion, and neuroticism. Values mirrored one's behavior format of mind, emotion and also with traits. However, pertinent values remained the same as the real situation of trait patterns continue (Denissen & Gerber, 2011). Openness to experience depicts the extent in which intellectual manner recognizes innovative individuals, conventional persons. Responsive men were rational, inquisitive, admirable in craft and liable to aesthetics. People were more sensible to emotion. Individuals believe and do independently in various forms. Researchers found that responsiveness positively correlated with verbal types of intelligence. Individuals that accept recent challenges put their lives in conditions wherein they develop modern wisdom (Schretlen, 2010). Educators worried that educators should have inventive and adaptable point of view dimensions of subjective capability and imagination. Mind reflects subjective commitment with dynamic and semantic data, initially through thinking, while Receptiveness mirrors psychological commitment with observation, creative ability, gratitude to magnificence, and feelings (Hill & Christian, 2012).

Nevertheless, openness to experience can be separated into units which have different connection in aesthetics. Critical domain of behaviors are resourceful receptors which significantly to carry out discriminated groups of qualities that view inventive type. Researchers exposed that openness to experience personality of teachers in education considered as the core among other traits (Arif, 2012). A study stressed on behavioral aspects of openness, affection firmness, meticulous and social are connected to work activity. The previously mentioned qualities suggest a favorable combination to educator's responsibility. Thus, the aim of the research is to find out the principal characteristics practiced by educators, the state of work task and investigating the relationship of values to work activity. The optimum behavior affecting mentors' profession is closely examined (Rothmann & Coetzer, 2013).

Although openness often described as scopes of qualities focusing the propensity about intellectual investigation, known to be significantly divided to definite sub-trait of openness to experience. An old argument drawn on how to distinguish the level of personality. Openness reroutes intuition commitment with aesthetics, impression, fantasy and emotions. Openness and cognitive explain criterion reasonable occurrence like intelligence, mechanical execution, emotional well-being, and cerebrum job. Inquiring this behavior views admirable effort that filter relationship of identity with inventiveness, especially in expressions of crafts and phenomena. Researchers found that openness greatly predicted absolute innovative accomplishment. This outcome may propose a one of a kind connection among transparency and innovativeness (De Young, 2014; Nusbaum & Silvia, 2011; Peterson, 2012).

Nonetheless, the study is not to decide between various areas of creative achievement, and assessment of creative success which loaded vigorously toward creativity. The contrasting quality substance of receptiveness and brains and hypotheses of their fundamental instruments recommend that transparency ought to foresee inventiveness in expressions of the human experience. However, that mind should show innovative

accomplishment of knowledge. Researcher argues that openness is an image of human eagerness and novelty. It can be a factor in searching human perceptions which is a strong influence of knowledge sharing. It was suggested that responsiveness make new accomplishment in crafts, mind that influence innovative attainment in phenomenon. Focused on creative achievement which involved creative production rather than on creativity. It directs the advantage of allowing assessment like biography that outcomes may not completely derive to daily imagination that would not bring in openly registered items. It is viable that traits associated with diligence and endurance like conscientiousness may affect innovative accomplishment freely of responsiveness and mind and suitable to investigate the prospect too. Consistently researcher, examined the significance of four constructs of cognitive, aesthetic success in crafts and sciences on specimen. Two factors relating in openness (affective and aesthetic agreement) were significantly associated with creative achievement in arts (Raducanu, 2012).

Moreover, this investigation did not decide between various areas of inventive accomplishment, and appraisal of imaginative achievement which weighted vigorously toward aesthetic work. The contrasting quality substance of receptiveness and mind and hypotheses of their fundamental instruments recommend transparency ought to foresee creativeness in expressions of the human experience. However, the brain should show innovative accomplishment in the sciences. Receptiveness incorporates imaginative premiums, related with proficient procedures like implied discovery that occupied with the release of relationship designs in tangible experience. Cognitive conversely related with subjective procedures like working memory that guide in breaking down causal and sensible examples (Kaufman, 2010).

On the other hand, an investigation conducted to assess the relations between openness and creative achievement in arts and sciences. Initially, did not explicitly measure the expectation of creative accomplishment by openness and intellect. Yet, core around a 4-factor arrangement of openness space, which is less established than the basic distinction between openness and intellect. Next, analyzed an example of youths at a particular school, while the present investigations incorporate a various arrangement of grown-up tests, submitting a lot bigger and progressively delegate all examples. An advance inquiry is utilized to inspect the examples was the degree to which responsiveness and cognitive foresee imaginative accomplishment freely and different reasoning two pertinent intellectual factors that are significantly identified with Openness (De Young, 2014). In any case, specialist utilizes exclusively managed IQ tests to separate some data around a person's different reasoning capacity and utilizing idle variable demonstrating, predicts disparate reasoning since it shows to anticipate inventive accomplishment, it is important to test whether the connection among identity and imaginative accomplishment is free of them (Lichtenberger, 2011). They could test whether responsiveness and mind foresee innovative accomplishment autonomously of other Big Five attributes. Since previous study recommends that imaginative accomplishment is probably going to be affected by different characteristics that where intrigued in testing our fundamental theory, yet in addition regardless of whether the identity qualities rose as reliable indicators (Beauty & Silvia, 2012; Kaufman, 2013).

In the other hand, an investigation conducted to assess the relations between responsiveness and inventive accomplishment in the crafts and knowledge. The secondary purpose is to determine the range of these accounts kept, regulating other Big Five qualities and different mind. Generally, to augment the outcomes from four free examples over the gap of period, kin, and nationality. With this, there could be a productive learning takes place. Responsiveness is the trait least change over years and maybe most likely to aid an individual to grow. Good faith is the inclination to be mindful, reliable, steady, timely, persevering and work-situated related uprightness with self-control, accomplishment endeavor, obedience and ability. Exceptionally honest individuals are accomplishment situated, self-inspired and undertaking focused. Henceforth, they should perform better at work, targeting to the work undertakings and stepping up with regards to taking care of issues (Borges, 2013; Schretlen, 2010). Additionally, they intend to participate in exercises far from their job and obligations; therefore, they relied upon to be more ready to impart learning. A course to distinguish the construction of Conscientiousness to examine verbally determined quality modifiers to enhance the personality traits. There were four investigations to date utilizing lexical frameworks to decide the lower-request structure. Goldberg et.al discovered four aspects of Conscientiousness: precision, productivity, duty and definitiveness (Raducanu, 2012).

Conscientiousness relates to the level of association, steadiness and inspiration in objective arranged conduct. People prefer to be sorted out, solid, dedicated, self-taught, reliable, circumspect, perfect, eager and steady. An exceedingly upright student expected to work more diligently however familiarity may not great. An advocate educated that British students who are exceptionally upright almost certain total French course effectively at the Open University. Analyst found that one part of reliability, accomplishment endeavor, corresponded decidedly with students for articulation, familiarity, language structure, vocabulary and relational abilities (Ockey, 2011). Conscientious people will in general offer learning whether they would be held accounted and compensated for it. As opposed to the perspective on a connection among extraversion and need to pick up status, which has been recognized as a persuading factor for information sharing (Amavah, 2011; Wang, 2011). As indicated by a specialist, extraversion is how much an individual is cordial, chatty, have more companions and invest more energy in social conditions. Extraverts have a less demanding time than thoughtful people make when acclimating to another showing with regards to. Advocates clarified that extraverts effectively look for data and input and manufacture successful connections, which help them in their change. amiable and appreciates mingling. Individuals with this sort of identity tend to Extroverts will in general be candidly positive and are fulfilled when working with groups; they may expand learning sharing among gathering individuals to guarantee that the group will stay suitable. The extraverts being sure and looking for energy, having the social aptitudes and the desire to work with others, suggests that they could be increasingly engaged with learning sharing (Teng, 2011).

One investigation indicated mixed discoveries on the relationship between Big Five attributes on occupation execution. It was discovered that outgoing person, suitability and good faith have huge association with instructing viability. In actuality, neuroticism and receptiveness have no huge relationship. An upheld examine, in which the outcomes demonstrated that Emotional Stability has a positive relationship to instructors' activity execution while fear is contrarily connected to work execution. Furthermore, the relationship between Big Five qualities and work commitment has additionally been investigated. Work commitment is considered as an imperative factor that impact work execution whereby, representatives who are occupied with their work, will perform well in their assigned occupation. One examination directed among open part college instructors of Lahore detailed that Extraversion, Agreeableness, Conscientiousness, and Openness to Experience were observed to be emphatically identified with work commitment (Bakker & Bal, 2010).

College students with more elevated amounts of extraversion have increasingly ideal frame of mind towards online excitement information sharing. Some past investigations found a positive impact of the extraversion quality on learning sharing. Extraversion is a solid indicator of positive prosperity also to encounter life, one of the center components of work commitment. However, researchers found that diverse behaviors do make difference with respect to work engagement (Ferguson, 2010). It was proposed that accomplishing higher social mix, outgoing people experience progressively inserted in the association. Outgoing individuals establish their condition and upon the upgrades to which they are oppressed. They are probably going to appreciate top notch cooperation with chiefs. Also, as social butterflies are inspired to accomplish status, they contribute assets that give chances to positive criticism and prizes. Appropriateness is a solid indicator of helping conduct. Certainly, it is one of the people's identity characteristics that decidedly impact learning sharing conduct inside the association. A few investigations have affirmed that groups with individuals who scored high on the pleasantness scale were bound to share information than those whose individuals had lower scores (Matzler, 2011; Penney, 2011). Nevertheless, there are new research presented that pleasantness do not affect the linkage that separate wisdom partakes and accountability supported by management practices. The characteristics such as warm, kin, friendly, dynamic and motivating students to learn are frequently prescribed to be important characteristics of effective teacher. Among which empathetic and understanding of students' emotions are ranked second to enthusiastic and excitement about teaching (Amayanah, 2012; Wang, 2011; Yilmaz, 2011).

Agreeableness denotes an individual is amicable, tolerant, delicate, trusting, kind and warm. Accordingly, individuals who are high in agreeableness are likeable individuals who get along with others. A few analysts placed that pleasing individuals help other people at work reliably; a helping conduct which does not rely upon their great state of mind. Theorists examined the impacts of instructor identity qualities on understudies' observation through

the Big Five Personality Test, which estimates the five identity attributes of openness, conscientiousness, extraversion, agreeableness, and neuroticism. The stepwise straight relapse condition was utilized to gauge how every identity factor predicts instructional quality, with every identity variable (openness, conscientiousness, extraversion, agreeableness, and neuroticism) as the indicator factors and instructional quality as the basis variable. The outcomes demonstrated that agreeableness was the main critical indicator (Kumar & Bakhshi, 2010).

Neuroticism or enthusiastic dependability alludes to how much an individual is on edge, touchy, volatile and testy. It is viewed as the main Big Five measurement where alluring set that individuals extremely high in neuroticism experience various issues at work. As stated, such individuals experience difficulty framing and keeping up connections and are less inclined to go for guidance and kinship. Neuroticism speaks to the identity component that characterizes the person as restless, precarious, concerned, stressed and unbound clarify that neuroticism is an element of typical identity, showing the general inclination to encounter contrary impacts, for example, dread, bitterness, shame, outrage, blame and sicken. As per old defenders, neuroticism is a proportion of passionate dependability. Passionate dependability is the propensity not to be hypochondriac, enthusiastic, tense or shaky; to have low nervousness levels; to not be effectively vexed or suspicious; and to have high fearlessness. The inverse is the propensity to be masochist, profoundly enthusiastic, tense, uncertain, discouraged, effectively agitated and suspicious, with low self-assurance (Borges, 2013; Soto & John, 2011). In actuality, it was discovered that Neuroticism was adversely identified with work commitment. Other than instructors, ponder done on other calling, for example, telesales, drug specialists and non-drug specialists likewise uncovered a relationship between chose Big Five characteristics and execution. Discoveries demonstrated that Conscientiousness, Neuroticism, and Extroversion were modestly connected with employment execution among telesales jobholders of two noteworthy telecom organizations. Then again, there was no relationship secured between position execution with measurements of Openness to Experience and Agreeableness (Andreas, 2012).

Unexpectedly, it was discovered that Neuroticism was adversely identified with work commitment. Other than educators, think about done on other calling, for example, telesales, drug specialists and non-drug specialists likewise uncovered a relationship between chose Big Five attributes and execution. Discoveries demonstrated that Conscientiousness, Neuroticism, and Extroversion were reasonably related with employment execution among telesales specialists of two noteworthy telecom organizations. Then again, there was no connection secured between position execution with measurements of Openness to Experience a and Agreeableness (Nayya, 2013).

The low tension dimensions and high fearlessness attributes of passionate soundness make it less demanding for such people to participate in information sharing conduct. In particular, in connection to implied learning sharing, these qualities additionally encourage human association since fearless representatives are less undermined by rivalry. Encounter such negative feelings, they are less inclined to connect and take part in information sharing exercises. Lately, estimation of business related identity qualities has progressively turned into a fundamental capacity of HR during the time spent representative determination. The space of faculty evaluation from just stresses on employment related learning, aptitude, and capacities (KSA's) have extended by including other individual attributes, explicitly identity qualities. Evaluation of identity attributes may build the likelihood of somebody to prevail in their profession, if their identity qualities coordinate with the vocation needs (Levy, 2011; Raducanu, 2012).

Personality as defined by a proponent stressed the persevering examples of activity or conduct. Identity characteristics are inclinations of people to carry on in comparative routes crosswise over settings and circumstances. Moreover, scientist proposed identity as a dynamic and sorted out set or attributes controlled by a person that interestingly impacts his or her conduct, insights and inspirations in different circumstances. This circumstance may be valid among instructors, where they have distinctive capacities and identity qualities that later can impact their activity execution straightforwardly. It is said that specific educators who perform well in educating and giving quality instructional are the individuals who show certain attributes of identity, for example, cordial, silliness, excitement, and enthusiastic dependability (Siadat, 2011).

In this manner, identity characteristics are one of the elements that is urgent in conveying compelling instructing. Past investigation upheld the idea that there is a constructive relationship between identity qualities and educators' execution. The discoveries from one investigation announced a constructive relationship between nine identity attributes, for example, Agreeableness, Conscientiousness, Emotional Stability, Extraversion, Openness, Adaptability, Self-Efficacy, Tough-Mindedness and Work Drive and internet showing execution (Holmes et al., 2015; Zuhaili, 2009).

2.2 Job performance

This section determines the dependent variable which is job performance of teachers. The word task activity is when a person executes their duties and responsibilities well often, measured through an evaluation. For schools assess their employees' performance twice a year as basis to determine areas that need improvement. Teacher's performance is a critical factor in the school success (Schulman, 2010). A research examined the connection between the administration styles of principals and educator's activity execution in schools. A proof that the principals generally utilized equitable initiative style in schools when contrasted with totalitarian style. As examined by a proponent, that the point of view of instructors in schools, job performance and motivation are different. Motivation is an input to work, and job performance is an output from motivation. From a teacher's perspective, motivation and job performance might be hard to recognize and motivation is frequently gathered from the yield delivered, the likelihood of high inspiration (Adeyemi, 2010).

Performance of the teachers in schools is highly affected by motivation. Teachers are when motivated their performance automatically reached towards high level. In schools' teacher's performance can be mapped well through arranging training programs for the teachers and they will get motivated and their confidences will also increase. Motivation has a direct and positive effect on job performance when we properly account for effort. Effort has a positive effect on job performance. Employee Performance Griffin explored that the performance of an individual is determined by three factors i.e. motivation, work environment and ability to do work. Researcher examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the employees so they get de-motivated and their performance also affected (Chandrasekar, 2011).

However, it points out that it is more appropriate to speak of predictors instead of determinants of academic accomplishment because the cross-sectional nature of underlying research does not allow causal conclusions to be drawn. The significance of teacher collaboration for building teacher capacity and student achievement has been suggested by many studies on educational agenda. Since teacher collaboration networks as a lens to collaborative efforts in schools. A study on gender differences in attribution and emotion for success and failure on examination. Males attribute their successes to ability more than females. Females attribute to studying and paying attention. Males ascribed their failures to lack of studying and interest which girls attributed to lack of ability. Females' emotions were stronger than males' after experiencing success or failure (Spinath, 2012).

It was investigated that gender difference of causal attribution of groups including mainstream and religious school students and the effect of their attribution on their academic achievement. A study conducted trying to investigate the relationship among attribution, proficiency, gender and academic discipline. Teachers are also school managers who manage their students in and out the classroom. Curricular and co-curricular activities must be planned and executed effectively to ensure students' holistic development. Statistics show that co-curricular activities increase learners' success rate (Gandolfo, 2011; Peacock, 2010). Self-regard is characterized comprehensively as the way in which people assess themselves as vital variables in adding to emotional and social modification, scholastic achievement and other instructively noteworthy results. It has been a much discussed build in the instructive circle and enthusiasm for the zone keeps on prospering in classroom and research settings. While the benefits of focusing on confidence have for some time been emphasized (Cooper & Jacobs, 2011; Miller & Moran, 2012).

Self-respect is commonly used to depict an individual's general feeling of self-esteem and can include an assortment of convictions about oneself. High confidence is viewed as a basic part of individual prosperity, bliss and alteration. People with higher confidence are progressively happy with their lives, have less relational issues, accomplish higher and increasingly reliable dimension and less powerless to mental issues and physical disease. Likewise, teachers with higher self-esteem are happier and effective in the classroom. Evaluate themselves accurately and less stress in their work (Diener, 2009; Myers, 2007).

The job of confidence in foreseeing instructor work fulfillment has been ignored in the exploration writing, as elements adding to educators' activity fulfillment in Ireland. Besides, there is an absence of consistency in connection to the connection between statistic/instructor attributes and occupation fulfillment. Thus, confidence was consolidated with self-adequacy, saw pressure, and educator qualities to examine the determinants of Irish grade teachers' activity fulfillment. There is more observational proof to help the benefits of confidence advancement in schools. A progression of precise surveys as of late reasons that low confidence predicts hostile to social conduct, poor scholarly results and negative consequences for physical and psychological wellness in later life. Besides, the steady finding of a connection between understudies' dimension of confidence and their scholarly accomplishments further confirms its significance in disappointments. We may likewise allude internals as "discretion" or "self-assurance" (Vaezi&Fallah, 2011).

An interior locus of control is made out of ward occasions for the most part identified with one's perpetual attributes. Three kinds of locus of control had been recognized. Premier, interior locus of control mirrors the trust that one has personage control in overflow of the procedures to get conceivable going. Succeeding, definitive different locus of control is the conviction that procedures are not steadfast by one's very own conduct, barring by people who are in places of control over the individual. Third, unidentified locus of control is at what time an individual does not familiar with why moves make (Saadat, 2011). In actuality, individuals with an outer locus of control trust that activities are reliant on variables outside close to home control. The results of conduct are arbitrarily managed, and thought to be constrained by outside powers. Analyst proposed four sorts of convictions in facades, which include: incredible others, fortunes or possibility, destiny, and a conviction that the world is too unpredictable to even think about being anticipated. Prevalently, outside locus of control has isolated outer control by ground-breaking others, and control by possibility and luckiness. The summed up hopes of the view of control are a coordinated effort of explicit anticipations that shift starting with one life work then onto the next.

Locus of Control is viewed as a steady, hidden identity develop, however this might delude, since the hypothesis and research shows that that locus of control is to a great extent learned. There is proof that, at any rate to some degree, Locus of Control is a reaction to conditions. Some mental and instructive mediations have been found to deliver shifts towards interior locus of control for example open air training programs (Cohen, 2010).

Achievement is something that has been done or achieved through effort, as a result of hard work. Explorer trusts that the requirement for accomplishment is a distinctive human rationale that can be recognized from different necessities. One attributes for accomplishment persuaded individuals is that they look more worried about private accomplishment than with the compensation of progress. He trusts that they do not dismiss remunerates however the prizes are not fundamental as the achievement itself (McClelland & Argyris, 2011). Accordingly, advocator speculated that introduction comes about because of making progress and staying away from disappointment. The thought process to make progress is dictated by three things: (1) the need to succeed or require accomplishment; (2) the individual's gauge of the probability of achievement in accomplishing specific job; and (3) the motivating force for progress in which the individual needs to prevail in that specific assignment. The intention to keep away from disappointment is dictated by three comparative contemplations: (1) the warrant to stay away from disappointment in which, similar to the need to make progress, (2) the individual's gauge to the probability of disappointment on the specific assignment; and (3) the motivating force estimation of disappointment on task the way horrendous it would be to come up lose (Atkinson, 2010).

Educators and researchers, sought that the key to raise student achievement, affected with agents apart from

the classroom, like, learners' scarcity, wellbeing, and parent training levels, demand social moves and are not actually affected by instructors and heads. Yet, there are agents that be restrained in the classroom setting. These components focus on the curriculum matters and directional habits that comprise institution, also the instructor skill to use both to the best preferred standpoint of the students (Fisher et al., 2011). However, a testimony stated that every educator may influence learners' success though the institution does not. To guarantee that pupils excel in school, an extravagant instruction must be standardized and not be an excused in school. This demands teachers to elaborate a familiar knowledge for direction and efficiently utilize a general block of directional techniques that includes probability of enriching learner achievement. One of the most consequential authority on pupil accomplishment is a linkage between the educator and students. Teachers who have harmonious relations with learners concern on their students as human and pupils. They aim greater anticipation on students' achievement, impart and support their learners fulfil their dreams. They plan language exercises that are valuable to students' effort, important in their career and warrant higher-order thinking (Goodwin, 2011).

Further, essential to build a secure knowledge ground is an increase of intellectual side which intend educators' outlook learners' accomplishment has brought about by the reality of life. Teachers advice and deed create a bright thought that pupils' success based from determination and perseverance and not through what happened in the past experience. If teachers raise a cognitive development, they emphasize students on self-improvement, encouragement and trustworthiness. These aid them expound the intellectual firmness to endure wisdom and development. Learners with a performance-path eager to exhibit their potentials in accomplishment scenes and fulfill activity well. However, pupils with a task-avoidance drive are persuaded to annul displaying their inadequacy to people around them (Dweck, 2010; Hulleman, 2010).

Temperament is a bit element of personality traits in affective, concentration, and trait disposition on action and comment. The attitude aspect of fright may have weak result on assessment because persons with that quality are incline to undergo phobia and trouble. Fright is a feeling evoked by awareness in danger or menacing harm and slaves the purpose of energetic elusion of observing harm. Temperament is combined with own or inner base of noticing private affliction. Temperament relates to person various in feeling reaction and the law of responsiveness (Liew, 2011).

Disposition agents have acquired augmented treatment through new years, as they have been exhibited to act important function in children's academic improvement. In an inquiry, personal rule recorded for strange difference in the academic accomplishments free of prevalent mentality. This linkage appears to be intervening by functional brain activity or interest efficiency. Behavior scrutinized in learners' accomplishment, educator-pupil interactions, challenge trait and mental reception at school The mortal state is holistic essence, searching existence. Viewers of individual trait repeatedly identified four major patterns or configurations of behavior. Classifying behavioral forms has been noted for almost twenty-five centuries. Hypocrates delineated four moods named temperaments: a choleric temperament with a relief of emotional excitement and perceptivity; a phlegmatic temperament with aloof separation and insensibility; a melancholic temperament with a very sober, harsh, and dejected essence; and a sanguine temperament extreme obsessiveness, hyperactivity, and fast reaction (Main & Wang, 2010; Owens et al., 2013).

Studies conduct repeatedly that personality traits predict job performance fair and just (Salgado, 1997). An investigation investigated deeply by functional purposes focusing exploration of qualities connected to activity in few works. Recently, researchers stressed that work is an informative passage to contemplate the hypothetical ground of behavior-activity connections. The real purpose of the researcher, is that understanding linkages, the latent account of personality dimensions. The aim is to show individual dealings on job performance that started the foundation for distinguishing the manners under the specific human attitudes that predict performance in exact works. The aim is to assist clarify the reason of personality trait dimensions exhibit status especially in organizing relationship in order. The image gives standard for enhancing rewards from personality measures in suiting individuals with works (Hogan & Shelton, 1998).

2.3 *Correlation between measures*

This study was supported by Daft (2011) which reported that diversities in personality and behaviors can enormously influence work efficiency. Personality pertains to a group of unseen qualities and habits that remain on somewhat steady model of trait as answer to opinions, things or people in the surroundings. Individuals come from diverse experiences may have different qualities, customs and conduct. Human beings have dissimilar artistic traditions and consider the beliefs. The unlikeness caused in diverse qualities of an individual that distinguish the manner of group task. Therefore, human personality traits are sensible to probability that it can affect personal values and conduct (Alkahtani, 2011). Moreover, personality trait supposed to be complemented with task activity when most degrees of personality, satisfactory, cognitive, emotional security, social matter and consciousness foretell scholastic achievement. Educators supply well for the development and improvement of the school. The traits possessed influence for the smooth sailing of the plans, targets and activities of an institution. As a result, school success, task performance, proficiency, leadership and reputation developed for teachers that accept challenges. Believed that engaging to the mentioned variables help educators to grow maturely in life or profession. As a contributor of students' success, the pride lies in the hands of educators (Parker, 2010).

Personality traits evaluated pertinent mean in the department knowledge specifically in foretelling the task activity. The job satisfaction depends when a worker follows each legitimate and illegitimate directions of superiors and to please with work satisfaction to continue in the institution. Like in Kenya, pay remained the main factor of teachers' job satisfaction including salaries, promotions and other pertinent needs in a profession. Personality contemplates as an important factor in the personality information particularly in foretelling the job performance. A figure of qualities which distinguishes a human from individual and furnishes discernment whether an individual will perform particular task, in similarity to colleagues (Malik, Danish, & Munir, 2012).

Parallel to the study of Bhatti expressed that employees' personality traits affect job performance. Job performance explained by the theory is a multidimensional construct, which consists of a task dimension and a contextual dimension. It has been defined as the overall predictable value from employees' behaviors carried out over the course of a set period of time. Employees' job performance will affect the outcomes of the organization. Job performance also ensures the organization is functioning well and it consists of the knowledge and skills that able to guide the employees to perform variety of activities (Bhatti et al., 2014).

The above mentioned readings, concepts, theories, insights were taken from different sources which become the guide in formulation of the problem and supporting insights that entail elaboration. They also served as the support to the findings and discussion which enhanced the relevance of the results of the investigation. Furthermore, they are also references of other researches that would further have sought to discover topics in relation to this study.

2.4 *Theoretical framework*

The main theory of this study ratified that personality is a suitable presage of individual's task. Presented that being open to experience, conscientious, extravert and agreeable has a commendable and important result on job performance of teachers while neuroticism has unfavorable impact on work and other kinds of labor. In the study of Yahya et al. (2013) examined the impact of personality traits on job performance. Job performance is a multi-dimensional construct which indicates how well employees perform their tasks, the initiative they take and the resourcefulness they show in solving problems.

Personality traits are important factors in the behavior learning specifically in predicting job performance. A dimensional construct that distinguishes a person and how well he act on his assigned task. On the personality theory presented, that the Big Five is a suitable presage of individual performance. The trait may influence work activity in adversary or pleasant way. Trait theory describes personality traits as a habitual manner of conduct whom teachers think and act as to their feelings. According to Borges (2013) which states that the universal

principles of job performance comprises labors to determine classifications of job that are deeply appropriate to whole activities and the flexibility of job performance to cause its significance in causal order. Moreover, on the Trait theory of Judge (2001) which describes the personality traits as the repeated forms of conduct. Qualities vary over humans and apply to reveal the active types of thoughts, feelings and activities. It emphasizes the generic qualities like; openness to experience, conscientiousness, neuroticism, agreeableness, extraversion that improved in the development of humanism. In the educational process, the positive values shown by educators have a great contribution on the development of learners and the institution itself.

2.5 Conceptual framework

Figure 1 presents the paradigm of the study. The independent variable is the personality traits with the following indicators: openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. *Openness to experience* describes a dimension of cognitive style that distinguishes imaginative, creative individuals and conventional people. *Conscientiousness* refers to the degree to which a person is organized, systematic, punctual, achievement-oriented and dependable. *Extraversion* relates to focusing attention outward on other people and the environment. *Agreeableness* is the degree to which a person is affable, tolerant, sensitive, trusting, kind and warm. *Neuroticism* refers to the degree to which a person is anxious, irritable, temperamental and moody (Judge, 2001).

The dependent variable is the job performance of the teachers in Tagum City Division in terms of aptitude, achievement, self-regard, locus of control and affective temperament. *Aptitude* is a natural ability to do something or to learn something. *Achievement* is something that has been done or achieved through effort, as a result of hard work. *Self-regard* is a consideration of oneself or one's own interests. *Locus of control* is an aptitude that to be relevant control in excess of outcomes. *Affective temperament* pertains to emotion, the usual attitude, mood or behavior of a person (Boshoff et al., 1995).

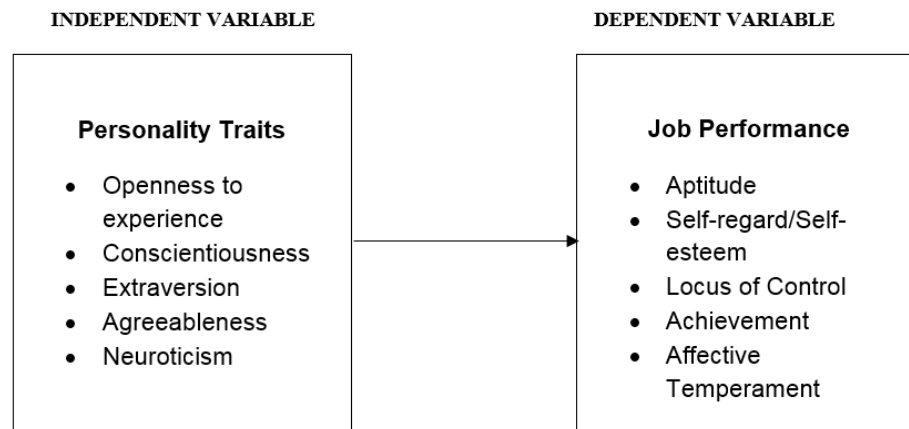


Figure 1. Conceptual framework of the study

2.6 Significance of the study

The significance of this research is that it may help to identify the importance of personality traits that has strong impact on the job performance of teachers in public schools. This study may help to improve the teachers' performance through their personality traits in order to enhance the educational system. Personality traits were essential factors for teacher effectiveness that support the growth of teachers, students and the schools they work in (Groccia, 2012). In the DepEd authorities, this serves as a premise in acquainting and knowing the individual person of their employees so that they can build a strategic and systematic flow in the planning and implementing the guidelines and competencies in the educational process. The results of the study would gauge information to the school heads on how to handle their subordinates. What techniques and strategies would be implemented in

order to gain success. Teachers who are agents in teaching and learning able to self-reflect and assess their performance how far do they go as educators. Models of teaching and learning recognize that teacher, student, and context variables influence student educational experiences and academic achievement. The role of teachers in these learning models, indicating that teacher characteristics are the strongest contributor to student. Values are caught so what the teachers imparted will be gained by the learners (Hattie, 2009).

2.7 Definition of terms

To provide clear understanding of the study, the following terms are herein operationally defined:

Personality Traits - As used in this study, defined as habitual patterns of behavior, thought, and emotion. The attitudes or behaviors influenced by the elementary teachers in predicting their job performance in school.

Job Performance - It assesses whether a person performs a job well. Performance is an important criterion for organizational outcomes and success. Job performance is an individual-level variable or something a single person does. This refers to the job performance done by the teachers in their respective tasks (Campbell et al., 1996).

3. Methodology

Research design - This study used quantitative, non-experimental research design utilizing causal-effect technique. Quantitative research design is a systematic, scientific investigation of data and their relationship (Sinks, 2007). The data of this research described the personality traits possessed by grade school teachers. According to McBurney and White (2010), non-experimental research, often called correlation research, seeks causes of behavior by looking for correlations among variables. In correlation research, relationships are studied among variables. Likewise, causal-effect was used because the study determined what domains of personality traits best influence job performance of public elementary school teachers in Tagum City Division.

Population sample - The respondents of the study were the elementary teachers of Tagum City Division. A total of 417 participants were considered as the respondents within the premise and manpower under the agency of DepEd, Division of Tagum City. The sample population comprises 225 permanent employees. This is a percentage of the five large schools in the division of Tagum City. These employees have diverse range of teaching experience and levels of academic achievements who were in the government service from 1 year to 40 years. The inclusion criteria of this study includes; respondents were all regular teachers in public schools, that may be male or female, teaching general subjects and coming from central district of this division. While, its exclusion denotes educators from private institutions, probationary and with major subjects. The respondents of this study can freely withdraw anytime if they feel threatened on the conduct of this research.

Research instrument - The study utilized two sets of questionnaire. The first questionnaire on personality traits was taken from the Five Factor Model (FFM) constructed by Block (2010). Personality Traits which has five indicators namely, openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. Under every indicator comprises five statements in which participants answered as to perspective in a given task. It was adapted and modified. The second set of questionnaire used to measure job performance of public elementary teachers. The adapted and modified instrument was taken from the study of Ciascai and Vlad (2014) What Makes a Good Teacher? The dependent variable, job performance has five indicators such as affective temperament, aptitude, achievement, self-regard and locus of control. Similar to the independent variable, every indicator has five items to answer.

The research instrument was validated by the internal and external experts to thoroughly check the significance and content alignment of items. The internal validation has an overall average of 3.6 while external validation has an overall average rating of 4.4. The questionnaires as an inquiry device has gained widespread acceptance as a practical way of eliciting data to answer the specific problems in the research. The researcher conducted a pilot test of 50 samples of non-respondents and gave the results to the statistician for Cronbach Alpha

figure and interpretation, after which, distribution and administration of the final survey conducted to the respondents.

Data collection - In order to accumulate the needed data for the research, the following steps were considered: A letter of permission to conduct the research was requested by the researcher from the Dean of the Graduate School and a Certification as proof that this research was officially recognized by UM Tagum College. After which, the said letter and the certification were given to the Superintendent or Assistant Superintendent. Upon approval of the superintendent, the researcher personally distributed the questionnaire to the 225 teachers under the premise of the DepEd Tagum City Division. The researcher had enough story in the conduct of the survey. First was the pilot testing from far school in which fifty sample questionnaires were answered by selected permanent teachers. The retrieval happened after a week whom the researcher tallied the scores and submitted it to the statistician. Proper survey occurred last August 2018 at the five of the big schools in Tagum City Division where the teachers are assigned.

The researcher experienced good accommodation in School A in which the school administrator is very kind. Opposite to the first school, in School B the researcher was first rejected by the authority since the school was busy in the upcoming event but still entertained by them. In School C, the researcher referred to the assistant principal who took her to the grade level heads for accommodation. School D welcomed the researcher harmoniously. Leaving many questionnaires and retrieved properly. In School E was the home-school of the researcher so there was a good experience to share with. The researcher personally conducted an orientation to the respondents on the purpose of the study and give them further instructions on how to go along with the research instruments (questionnaires/self-rating).

4. Results

The topics are discussed in sequence as follows: Level of Personality Traits; Level of Job Performance; and Significance of the Relationship between Personality Traits and Job Performance of Teachers. Also shown are standard deviation in all tables, ranged from 0.60 to 1.13 which are more than 1.0 as the typical standard deviation for a 5-point Likert Scale according to Wittink and Bayer (1994). This indicates that the ratings in the accomplished questionnaires are closed to the mean, indicating consistency of responses among respondents.

4.1 Level of personality traits

The overall mean is 3.76 for the personality traits described as high indicating the level of personality traits is felt most of the time by educators. The cited overall mean is the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular variable which is appended in this study. The high level could be attributed to high rating of the majority of the indicators as shown in table 1 for the indicators of personality traits. The indicator that obtained a highest is the result of *Openness to Experience* with a mean score of 4.05 that has a description of high. This indicates that the Personality Traits openness is much felt by teachers. Data revealed that there are another three indicators that have similar high description namely; *Agreeableness* posted a mean of 3.94; *Conscientiousness* has a mean of 3.71; and *Extraversion* has a mean of 3.69. There was only one indicator that displayed a moderate description which is *Neuroticism* with a mean of 3.39.

Table 1

Level of personality traits of public elementary school teachers

Personality Traits	Mean	SD	Descriptive Equivalent
Openness to Experience	4.05	0.681	High
Conscientiousness	3.71	0.637	High
Extraversion	3.69	0.712	High
Agreeableness	3.94	0.712	High
Neuroticism	3.39	0.674	Moderate
Overall	3.76	0.611	High

As displayed in appended Table 1.1, *Openness to Experience* is on top of the five indicators. With its items, the highest is *Getting excited to new ideas* which has a mean score of 4.35 or very high; followed by *Having a rich vocabulary* with a mean score of 4.16 or high, then: *Believing in the importance of art* with a mean score of 3.94 which is also high; next is *Having a vivid imagination* with a mean of 3.92 or high and lastly, *Carrying conversation to a higher level* has a mean score of 3.88.

The second highest is *Agreeableness* with a mean score of 3.94 or high. Based on appended Table 1.2, the highest is posted to *Accepting people as they are* with a mean score of 4.4 or high; followed by *Showing concern about others* with a mean score of 4.29 or high. This is followed by *Having a good word to everyone* which has a mean score of 4.15 or high, then *Trusting what people say* which has a mean score of 3.59 which is also high. But moderate in *Getting back at others* with a mean score of 3.28.

The third highest indicator is *Conscientiousness* with a mean score 3.71 or high. Based on Appended Table 1.3, among all items, the highest is *Paying attention to details* with a mean score of 4.17 or high, followed by *Carrying out plans* which has a mean score of 4.13 or high. This is followed by *Completing the tasks successfully* receives a mean score of 4.12 or high. Next to it is, *A little pushing to get started* which has a mean score of 3.44 or high. Different from abovementioned, *Leaving things unfinished* with its mean score of 2.71 has a moderate descriptive equivalent.

The fourth highest indicator is *Extraversion* with a mean score of 3.69 or high. As shown in Appended Table 1.4, among the items, the highest is; *Cheering people up* which has a mean score of 4.02 or high; followed by *Feeling comfortable around people* has a mean score of 3.89 or high. Next to it is *Starting conversations* with a mean score of 3.71 or high. But two items like *Being skillful in handling situations* which has a mean score of 3.44 is moderate and *Making friends easily* with a mean score of 3.40, is also in moderate level.

The last indicator is *Neuroticism* which has a mean score of 3.39 described as moderate. Displayed in Appended Table 1.5 are the itemized mean *Remaining calm under pressure* with a mean of 3.89 or moderate; followed by *Having frequent mood swings* with a mean of 3.37 or moderate. Also with *Getting anxious on things* which has a mean score 3.36 or moderate; second to the lowest *Worrying about things* which has a mean score 3.36 or moderate. And lastly, *Often feeling blue* with the mean score of 2.98 is also in moderate level.

4.2 Level of job performance

Reflected in Table 2 are the responses of the respondents on their level of Job Performance in five (5) big schools in Tagum City Division and the differences in all items of each indicator employed in the study. The overall mean on the level of job performance is 4.15 with a standard deviation of 0.59 described as high. This connotes that job performance is very satisfactory. Disclosed in the data are the weighted means and standard deviation of the five indicators of job performance of teachers arranged from highest to lowest with their descriptive equivalents. *Achievement* has a mean score of 4.26; 4.25 for *Aptitude*; 4.14 for *Affective Temperament*; 4.06 for *Self-regard* and 4.05 for *Locus of control*.

Table 2

Level of job performance of public elementary school teachers

Indicators	Mean	SD	Description
Affective Temperament	4.14	0.658	High
Aptitude	4.25	0.603	High
Achievement	4.26	0.629	High
Self-regard	4.06	0.622	High
Locus of Control	4.05	0.638	High
Overall	4.15	0.598	High

The highest indicator under dependent variable is *Achievement* which has a mean score of 4.26. As displayed in the Appended Table 2.1, the items under this indicator are: *Aiming for students' promotion* with a mean score of

4.42 or very high; followed by *Striving for better result* which has a mean score of 4.36 or very high too. Also, *Factoring for students' improvement* with a mean of 4.30 or very high. Followed by *Being satisfied with the job* which has a mean score of 4.13 or high and *Making progress even in the most difficult times* with a mean score of 4.08 or high.

The second indicator is *Aptitude* which has a mean score of 4.25 or high. As shown in the Appended Table 2.2, there are two (2) items which get a description of very high level under *Aptitude*: Respondents' response on item *teaching facts* has a mean score of 4.33 or very high. *Instructing with clear, correct answers and ideas* has a mean score of 4.30 or very high. On the other on the item *Demonstrating correct way to solve problem* has a mean score of 4.23 or high, followed by *Ensuring common standards in assessing student* has a mean score of 4.20 or high and the item with lowest mean score of 4.18 is on *Deciding activities to be done*.

The third indicator *Affective Temperament* with a high mean score of 4.14. As can be gleaned in the Appended Table 2.3, all items under this indicator receive a high level description. For the item *accepting fault*, it has a mean score of 4.27 or high. Followed by *Creating a pleasant learning atmosphere* has a mean score of 4.25 or high. Next to it is *Considering others' feelings* receives a mean score of 4.18 or high. This is followed by *Feeling that they make significant difference on students' lives* gets a mean score 4.07 or high. Also, *Controlling anger in tough moment* which has a mean score of 3.96 takes a high level description.

Self-regard is the fourth indicator received a description of high, with a mean score of 4.06. As reflected in the Appended Table 2.4, the items perceived different descriptions. Teachers have very high level description on their *Feeling that they are valuable persons* which has a mean score of 4.32. Other items have high level description in: *Knowing their strong points*, 4.23; *Liking themselves as they are*, 4.21; *Feeling responsible for their decisions*, 4.07. Moderate in *Feeling that they don't possess anything to be proud of*, 3.48.

And finally, *Locus of Control* obtained the mean of 4.05 describe as high. Table 2.5, were the itemized presentation of statement used to measure the *Locus of Control* from highest to lowest: *Utilizing available resources* with a mean of 4.22 or high. Next, *Adapting to all situations* with a mean score of 4.08 or high, followed by *Controlling over whatever happens* with a mean score of 4.07 or high. Also with *Changing many important things in life* with a mean score of 3.96 or high and *Enhancing outdoor competence* with a mean of 3.94 which is also high.

4.3 Significance of the relationship between personality traits and job performance of teachers

Presented in are the results of the test of relationship between variables involved in this study. It shows the correlation between Personality Traits to the Job Performance of public elementary school teachers. As depicted in the table, it revealed that an r -value of 0.735 with p value of 0.000 at 0.05 alpha level. Therefore, the Personality traits teachers except for one indicator, has a correlation to job performance. Moreover, individual relationship between indicators of Personality Traits to the Job Performance of elementary school teachers are also presented. The r -values and p -values for the correlation between indicators of personality traits to job performance are presented as follows: Openness to experience registers an r -value of 0.597 with a p -value of 0.001; Conscientiousness got an r -value of 0.329 with a p -value of 0.001; Extraversion has an r -value of 0.482 with a p -value of 0.001; Agreeableness with an r -value of 0.579 with a p -value of 0.001 and Neuroticism got an r -value of 0.425 with a p -value of 0.094. It implies that Openness to experience, Conscientiousness, Extraversion and Agreeableness are significantly correlated to the job performance of elementary educators having the indicators of p -value of 0.001 which is lesser than the significance level of 0.05. The indicator Neuroticism having a p -value of 0.094 which is higher than significance level of 0.05 is not correlated with job performance of elementary schools.

Further analysis of the correlations of indicators between the two variables indicated that, Openness to experience which is one of the personality traits of public elementary school teachers has the high degree of correlation. With the highest r -value of 0.597 and p -value of < 0.001 or significant. Having a high level result

means that the indicator openness to experience is felt most of the time by educators. The results show that indicators of personality traits on the job performance of teachers posted p -values < 0.01 are significant. This means that the null hypothesis which stated that there is no significant relationship between personality traits and job performance of public grade school teachers is rejected. Except for the indicator Neuroticism which has an r -value of 0.425 and p -value of 0.094. This means that the null hypothesis is not rejected. Result means that four personality traits of grade school educators namely, openness to experience, conscientiousness, extraversion and agreeableness have significant relationship with job performance of public elementary teachers. These traits of educators are strong determinants of job performance specifically in the five (5) big public elementary schools in Tagum City Division.

4.4 Regression analysis on the influence of personality performance of public elementary school teachers

Findings reveals the regression analysis on the influence of personality traits to job performance grade school teachers. It can be seen from the table that the R^2 or coefficient of determination value register 0.540 which implies that 54 percent of the variance in job performance of teachers were explained by the indicators of personality traits (openness to experience, conscientiousness, extraversion, agreeableness and neuroticism). The remaining percentage can be accounted to the indicators of personality traits.

4.5 Job performance

Meanwhile, the R value marks 0.735 which indicates high relationship among variables. Similarly, the results yield an F -value of 51.14 with the p -value of 0.000 which signifies influence of personality traits to job performance of elementary teachers. The values represent the significant influence of personality traits of educators. As shown in the table, four indicators of personality traits influence the job performance of elementary teachers which are all having p -value of 0.001 lesser than 0.05 level of significance.

5. Discussions

5.1 Personality traits

Results indicated a high level on the personality traits of teachers on the domains of openness to experience, agreeableness, conscientiousness and extraversion. On the other hand, one indicator resulted moderate in the domain of neuroticism. This means that these personality traits were much felt by the elementary teachers only in four areas. The highest mean score obtained for openness to experience was indicative that teachers' personality is felt most of the time in getting excited by new ideas, have a rich vocabulary to unlock difficulties, believe in the importance of art, have a clear imagination and carry the conversation to the next level which are related to openness to accept any task for better performance. In particular, openness correlates with intelligence. In the idea of Schretlen (2010) people who are open to new experiences place themselves in situations where they are more likely to acquire new knowledge than people who reside in the same environment. This was cognizant with the idea of various authors (Rothmann & Coetzer, 2013; De Young, 2014) that teachers are open to new wisdom that could help them more knowledgeable to convey learners.

Also, the high level in Agreeableness was indicative that elementary teachers are likeable people who can socialize colleagues. This agrees with the idea of Kumar and Bakhshi (2010) that educators having a helping hand and work consistently without depending on the emotion. Teachers as they are able to grow professionally and accept faults, think of others, often speak pleasantly and believe others' thought. This was congruent to the opinion of Richard (2010) agreeableness correlates with job performance because interpersonal dispositions are important determinants of success in occupations. So with Conscientiousness revealed a high extent. It showed an indicative that grade school educators are diligent and trustworthy. They need not always instructed of the things to be done because the routine is a repetition and became the teaching cycle for years. This was congruent to the idea of Raducanu (2012) that involving in activities beyond the role and responsibilities expected to be more willing to

share knowledge. Similar to the thought of Ockey (2011), that conscientious teachers complete the works urgently with minimal supervision. Teachers review details of reports before submitting it to the person in authority. The designs and plans made by teachers were closely discussed.

Also, high extent in Extraversion was indicative that elementary teachers share learning without waiting for a reward or compensation. This was cognizant with the idea of Amavah (2011) that extroverted teachers have a motivating factor for knowledge sharing. The main function in school is to demonstrate teaching so that educators may be able to partake wisdom with the pupils. Teachers have positive views which means they have a happy disposition towards things. They are also satisfied working harmoniously with peers because of the oneness of ideas. They are confident, enthusiastic to get involved into social skills and pleasantly participate in group discussion. Lastly, a moderate level is posted in Neuroticism indicated that educators normally felt temperamental and moody emotions. They are showing negative responses on things, learners and the people around when pressured. Teachers get anxious on things especially when there are lots of reports to make. Parallel to the idea of Soto and John (2011) that teachers with this trait encounter great dilemma at work. They have difficulty reaching and maintaining harmonious relationships with others. Anent, they have to go for an advice in order to reflect the moves they made and gain friendship.

Similar to the thought of Borges (2013) that a normal personality has to experience negative thoughts like fear, sadness, anger, guilt and upset. It is on educators on how to recover from the emotional stability. Meanwhile the moderate result of neuroticism is an alarming outcome which means that it needs to lower down the neuroticism of educators. This may affect their job performance as they go along with their profession. The result of this study serves as a realization for all the constituents of the teaching-learning process that possessing the traits counterparts on the performance in the educational system. The outcomes of the study signify that the personality traits of educators are much manifested. Teachers will continue to show openness, conscientiousness, extraversion and agreeableness traits and attitudes to learners, parents, co-workers, school head, supervisors and other stakeholders. The positive attitudes toward learning experiences. Everyone who is part of the teaching-learning process should possess, maintain, and strengthen the attributes that could incur a harmonious relationship, good governance, role model and success on the tasks.

5.2 Level of job performance

Result revealed a high level of job performance among public elementary school teachers in terms of affective temperament, aptitude, achievement, self-regard and locus of control. The result revealed a high level of Achievement, which means that teachers' performance is very satisfactory. The findings would conform the idea of Speroni (2010) teachers' job performance aim for students' promotion. Teachers' objectives aside from teaching is to promote learners. It reflects how the educator acts and does tasks given. Educator is liable of the promotion of pupils since they are under her care. Similar to the idea of Kane (2011) teachers' day to day function, having a print-rich classroom and guidance of school head could somehow help the teacher improve her teaching strategies. Teachers make progress even in tough moments. Being versatile can do work with minimal supervision. As to the thought of Rockoff (2011) says that educators do improve from experience. The mastery and retention develop from daily routine in school.

A high level on Aptitude posted the suggests that teachers teach facts for they know learners would really believe what they say. They instruct with vivid, right answers and thoughts. The result is in conformity with the statement of Guan (2013), expresses that educators teaching career predicts favorable results. The ideas, learning wisdom of pupils rely on how the teachers impart concept and make it easier to grasp. Being contented of what they done could perceived positive outcome. Educators should bear in mind that pupils' gainful wisdom could help them in the higher level of their study. Building a good relationship with parents and stakeholders could uplift teachers' professionalism. Teachers demonstrate correct way to solve problem. This was cognizant with the ideas of Savickas and Porfeli (2012) that eagerness explores future opportunities and their possible consequences. The abilities of person when overcoming problems and drawbacks.

The high level of Affective temperament played significant role in teachers' job performance. Teachers when got mistakes in making reports ready to rephrase it. They also create a nice classroom ambiance where they able to bring a conducive learning environment. In conformity to the ideals of Vellante (2011), which states that teachers doing diverse careers rely on the temperament which bring them to be considerate to other's feelings. Educators teach to the best of their ability make significant difference on students' lives. Aside from that emotion, they are able to control anger in tough moment. Reflect on the negative thoughts and switch things into better. It plays a significant role in emotional communication, survival and contribute to professional functioning.

The high level of Self-regard reflects that teachers feel that they are valuable persons. A school would not run without mentors to teach learners. Teachers are needed in facilitating, managing, disciplining, planning and teaching children. They know their talents and skills where they able develop in that specific field. Educators do not only teach but also act, dance, host, sing, cook and write. Whatever skills needed for a certain subject area, teachers should be always ready to participate. In congruent to the idea of Savickas and Porfeli (2012) that teachers' willingness to engage in the motivational force could improve their professional career and still on active to do works. Educators like teaching children so that they may able to perform the ultimate task assigned to them. They are responsible for their decisions and openly accept the consequences that may arise. Believing in oneself help in determining that teachers are well-rounded individuals.

Furthermore, the feeling of locus of control which got the lowest mean described as high. It is indicated that teachers utilizing available resources in school in teaching-learning process. The sense of creativity should be practiced by educators so that meaningful teaching comes along. They are able to adapt situations where they cannot be out of sight. In conformity to the view of Mount, (2003) the role of teachers' behavior at work is important in teaching-learning processes. Educators having this trait internal locus of control, believe that they have control over their own fate which is not good practice for teachers since the success is by chance. They perceive a strong link between their actions and consequences. External locus of control believe that they do not have direct control of their destiny and trust themselves in a passive role with regard to the external environment. Therefore, teachers should not rely on fate but work hard in order to achieve relevant outcomes.

5.3 Significant relationship between personality traits and job performance

Based on the findings, the personality traits of elementary teachers which specifically include openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism have significant relationship with job performance. In the study of Yahya et al. (2013) investigated the effect of personality traits on job performance. Good deeds practiced by educators because they have positive outlook in life. The judgement ratified a theory, that personality is a suitable presage of individual's task. Trait theory of Judge (2001) which describes the personality traits as the repeated forms of conduct. Qualities vary over humans and apply to reveal the active types of thoughts, feelings and activities.

The high level of openness to experience correlates to job performance since this indicator got the highest *r*-value among the five personality traits which can be explained as moderate correlation. This implies that public elementary school teachers impaired to act triumphantly and inspired to be successful in every endeavor they perform. In congruence to the idea of Hogan and Shelton (2006), they marked out that behavioral theories scrutinize the conflicts and resemblance in an individual. The similarity utilized to predict individual's activity and quality as they deliver the multiple qualities of person. Whereas, the differences supply the means of person's activity to determine individual's work and traits. In conformity on the thought of Denissen (2011) which views that educators have stable and long term traits that affect the behaviors at work. Moreover, teachers who are open to accept any task results a better performance. In the ideas of Schulman (2011), it expressed that personality is an effective tool that predicts job performance.

Parallel to the study of Postlethwaite (2013) which showed the comparative relevance of mental ability and principles of job performance depends through various job complicity points. This temperate function of work

complexity is due to diverse tasks. Conscientiousness is a greater presage of deed in activities which are largely repeated in similarity to cognitive challenging works. In support to the idea of Dudley et al. (2006) which suggested that slender qualities act incrementally foretell activity more than international principles, besides the level they supply varies on the specific standards and work.

5.4 Regression analysis of the influence of personality traits on the job performance of teachers

Discussed in the regression analysis on personality traits on the job performance of teachers in school through the use of regression. Diverse qualities and traits enormously influence task efficiency. It is a group of unseen behaviors and exercises that remain toward relatively steady model of behavior in answer to thoughts, things, or persons in the surroundings. As cited by the idea of Daft (2011) that individuals originate from diverse families possessed various qualities, behaviors and customs. They have dissimilar norms and they mirror on their own cultural heritages. These diverse outcomes in various traits of an individual that describe their deeds and traits. In congruence to the thought of Alkahtani (2011) stressed that other authorities might be brave and tender behavior that predict others job of worker and distinguish the things they perform in school.

Parallel to the recent study of Bhatti et al. (2014) explained the theory using multiple structures which consists of a work standard and a contextual measure. Job performance generally foretell importance from employees' traits brought about across the program of a prescribed duration. Employees' task activity will influence the results of the company. Job performance also guarantees the association is doing right and it comprises the wisdom and talents fit to attend the jobholder to act on the various assigned tasks.

Moreover, in contrast to the ideas of Neubert and Taggar (2004) discussed the significance of job performance and the Big Five personality measures are effects of outgoing phases of the office than skill. It expresses that the group should augment the admirable ideas of the workers about them. The trait theories of a modelled jobholder such as full collaboration, assistance, and talks advantageously could surpass the worker's work activity. Opposite to the thought of Fatheya and Mahmood (2008) examined the significance of administrator's Big Five behavioral qualities that cause jobholder's assigned task. Job performance has been probed as the truth of job such as attitudes in acting the job, work contentment and the devotion in fulfilling the objective.

6. Conclusion

Result pointed out that in five indicators of Personality traits of teachers, four gained high level of description. These include the index of openness to experience, agreeableness, conscientiousness and extraversion. This indicates that personality traits of grade school teachers are felt most of the time. The qualities being responsiveness, outgoing, trustworthiness, scrupulous in their task activities were manifested. Meanwhile, one indicator which is neuroticism or emotional stability displayed moderate level of description. It signified that educators were balanced with regards to their temper mood in specific situation. Likewise, the indicators under Job performance such as aptitude, achievement, self-regard, temperament and locus of control attained high result which means that educators' performance is very satisfactory. Teachers evident in self-worth, mood, accomplishment, control of outcomes, talents in their teaching profession. Personality traits considered an important factor in the behavior learning especially in predicting job performance. Job performance has been investigated as the light of work like attitudes in performing job, and their commitment in completing the task.

6.1 Recommendation

From the findings of the study, the researcher recommends that the high level of Personality traits of elementary teachers may be raised to the highest level. Personality grows continuously and can be developed over a period of time. One requires insights into human behavior in order to teach successfully. Understanding personality helps in better processing of student related problems in the classroom. The teachers are the role models for the students. The personality of the teacher adds to the overall classroom effectiveness. Performance is an important factor for school success and achievements. What the school head, teachers and students do are the cause

of school success. Good performance of a school lies in the hands of the administration and the people involve. It requires a collaborative effort in order to fulfil the objectives.

This would reinforce the division and the management of each school on creating more programs like trainings, seminars, learning action cell sessions and other related works that would enhance the personality traits of elementary teachers that would lead to the highest level of job performance. Elementary teachers may give their best and double their effort to eradicate the negative thoughts towards teaching. Engage in professional development seminar to refresh their course and activate multiple intelligences. They may participate different teaching-learning strategies and other school related programs.

Principals, teachers, students and stakeholders may work hand in hand in order to achieve school success. The school head with a clear and good governance to the school expectedly achieve better result. Devoted teachers contribute well to the development of the school. Being optimistic and dynamic to do the task. For students who are influenced by the behaviors of the teachers show eagerness and enthusiast in performing their role. The people in the community through their active cooperation and partnership help in the improvement of the school in one way or the other. All of these performance plays an important role in an education system.

7. References

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