Assessment of five factor model of personality traits of senior high school students: Basis for faculty development program

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Abstract

The primary purpose of this study was to assess the personality traits of the Grade 12 students of Makati High School during the academic year 2021-2022 to design a faculty development program. The secondary purpose of this research was to know the degree of importance of each personality trait based on students' rate, and to identify the indicators contributing to a learner's desire to perform well in school. This study utilized mixed methods. The NEO PI-R was used to collect quantitative data, and an in-depth interview was conducted to collect qualitative data. The participants of this study were the 228 Grade 12 students from the Academic, and Technical-Vocational-Livelihood Tracks that were selected through purposive sampling method. The participants answered a 240-item questionnaire, and an in-depth interview was administered after the assessment. Results showed that majority of the participants scored average in conscientiousness, agreeableness, and neuroticism, and scored low in openness to experience, and extraversion. The findings found out that majority of the participants responded that conscientiousness, agreeableness, openness to experience, extraversion, and neuroticism are important. This study focused on the significance of the Five Factor Model framework to the students' scholastic performance. The data were collected, and interpreted to produce results to design a faculty development program.

Keywords: personality traits, Five Factor Model (FFM) Framework, faculty development program

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1. Introduction

In this contemporary world, high-quality education brings positive changes in our life and enables us to improve our social mobility. A high-quality education provides all learners a well-nourished learning environment with adequate resources and well-trained teachers that facilitate learning linked to national educational goals. It is perceived to be the primary avenue to becoming economically productive, a powerful agent of social stability, and a pillar of economic growth for national development.

Cognitive factors are considered predictors of academic performance (O'Connor & Paunonen, 2007). However, there is evidence that personality is important to a student's academic achievement. Personality pertains to people's patterns of thoughts, and behaviors arising from within an individual. Personality is one of the determinants of academic performance (Monsoor & Monsoor, 2018). Students have peculiar personality traits that make them diverse from one another. There are behavioral tendencies that are reflected in their personality traits that can affect how they process information in varied ways, and facilitate learning differently. Personality brings out actions that contribute to the students' performance during class discussions; as a result it reflects on their academic achievement.

1.1 Five Factor Model of Personality Traits

A framework has been used in several studies to highlight the personality attributes of the students, and understand its relations to their academic success. This is known as the Five Factor Model (FFM) of personality traits: *agreeableness, openness to experience, extraversion, neuroticism, and conscientiousness*. The Five Factor Model (FFM) framework is one of the popular models used in many studies on academic research. The FFM framework gives precise description of each domain of personality. Six subcategories define each personality dimension. Agreeableness pertains to an individual who demonstrates such attributes as cooperative, selflessness, good-natured, flexible, and striving for common understanding. The six facets of agreeableness are trust, straightforwardness, altruism, compliance, modesty, and tender-mindedness. Openness to experience refers to someone who is eager to learn something new, receptive, visionary, and resourceful. The six components of openness to experience are fantasy, aesthetics, actions, ideas, feelings, and values. Extraversion is characterized as sociable, communicative, and friendly. The six characteristics of extraversion are warmth, gregariousness, assertiveness, activity, excitement, and positive emotions. Neuroticism is likely to experience anxiety, fear, and frustration. The six elements of neuroticism are anxiety, angry hostility, depression, self-consciousness, impulsiveness, and vulnerability. Conscientiousness is defined as being achievement–oriented, organized, disciplined, diligent, and highly responsible. The six factors of conscientiousness are competence, order, dutifulness, achievement-striving, self-discipline, and deliberation.

Recognizing personality as an essential element contributing to a learner's desire to perform well in school is important. Personality is viewed as a determinant on how people learn (Nye et al., 2013). Students in primary levels prefer a more interactional learning environment because they are more open, and curious to get to know the world. Moreover, students in tertiary levels prefer a learning space that will harmonize with their personality attributes to stay motivated in learning. The Five-Factor Model (FFM) has five dimensions of personality, and each individual is placed somewhere in the continuum of each dimension. Each individual has a dominant personality trait that has an evident effect on scholastic performance. Personality can affect a person's abilities, and dispositions that are essential factors of thought processes. The personality traits of an individual, for one thing, matter in education, and learning. The predictive power of the FFM framework to academic performance is indeed undeniable.

1.2 Faculty Development Program

Personality factors are individual attributes of the students that not only affect performance in school, but may also be a basis to design a faculty development program that will help ensure quality in the academic environment. Faculty development program is a critical factor for institutional stability (Tenill, 2011). The changing face of the society, and the varied needs of the students in the learning space emphasize the need for faculty development activities. Kaya et al. (2003) found out that the goals of the faculty members shift, once the goals of the organization change. Faculty development program can provide opportunities to the faculty to address the changing landscape of the learning environment. Meta-analysis showed that participants of the faculty development activities reported that they were more positive, and fulfilled with their instructional delivery, and their teaching practices developed after the training (Tenill, 2011).

1.3 Synthesis

The field of using the Five Factor Model framework as personality measures to determine the impact of students' behavior on academic performance has evolved over time. Although there are several academic researches on the influence of students' personality attributes to academic achievement, many targeted students at tertiary level, and few investigated on secondary level, who are often in most need of guidance, and support to navigate the pathways to academic success. In spite of the proliferation of the academic investigations on the effect of personality traits to the academic success of the students, there's hardly any academic researches that used the results of the NEO PI-R assessment tool to design a faculty development program that will improve the skills, and potentials of the faculty that respond to the varied personality traits of the learners in the academic environment. This study was intended to fill that gap by assessing the personality traits of the students using the Five Factor Model (FFM) framework. The data were collected, and interpreted to produce results in order to design a faculty development program.

2. Materials and Methods

Participants - The participants of this study were the Grade 12 students from the Academic, and Technical-Vocational-Livelihood Tracks of Makati High School during the AY 2021-2022. Out of 535 students from 16 sections, 228 (141 females and 87 males) were taken as samples of the study. There were fifteen (15) participants in thirteen sections: ABM-A; ABM-B; ABM-C; HUMSS-A; HUMSS-B; HUMSS-C; STEM-A; STEM-B; Cookery; BPP; FBS; Arts and Design; and Programming. While fourteen (14) participants in the Animation section, eleven (11) participants in the SMAW section, and eight (8) participants in the Electrical section. The age of the participants is divided into five ranges: 207 belong to ages 16 to 20; 17 belong to ages 21 to 25; 1 belongs to ages 26 to 30; 2 belong to ages 31 to 35; and 1 belongs to ages 36 to 40.

The sample of this study was limited to the Grade 12 students of Makati High School during the AY 2021-2022. The sample size of the Grade 12 students was large enough to capture the required variability, and needed precise measurements of the study. The researcher considered these factors to calculate a sample size that was large enough to characterize the population. Participants who agreed to participate in this study were selected through purposive sampling, which is a method of randomly selecting participants from a specific group. This method involved an informed consent form that allowed the participant to accept or reject the invitation to participate in the study. This study was situated in Makati High School to develop a program, refine services, and contribute knowledge to the organization.

Procedure - The researcher sought permission from the School Head to conduct the study, and coordinated with the Class Advisers for the distribution of the research instrument. An informed consent form was distributed to the students for their authorization to become participants of the study. Information on the study to which the participant's participation is sought was explained in a manner, and language that the participants understood for the purposes of either assent or dissent. The research instrument was given out to the participants who agreed to

participate in the study. The test was administered by the researcher. The participants were asked to respond to a 240-item questionnaire using a 5-point scale. They were given 40 minutes to complete the questionnaire. The participants answered the Form S of the NEO PI-R questionnaire that was designed for self-reports. An in-depth interview was conducted after the NEO PI-R assessment to learn about the participants' perspectives, and experiences about their personality type in greater detail.

Measures - This study utilized the NEO PI-R standardized questionnaire by Paul Costa, and Robert McCrae to assess the level of personality traits of the Grade 12 students. The NEO PI-R is a concise measure of five dimensions of personality traits: Conscientiousness (C), Openness (O), Extraversion (E), Agreeableness (A), and Neuroticism (N). The questionnaire contained two hundred forty (240) items. There were forty-eight (48) items that correspond to each personality dimension, and eight (8) items to each facet of personality trait. Each item is rated on a 5-point scale. The internal consistency coefficients for Form S range from 0.86 to 0.95 for domain scales, and from 0.56 to 0.90 for facet scales. The Form S is designed for self-reports. The questionnaire included information that collected the demographic profile of the participants. The participants answered the Form S of the NEO PI-R questionnaire that was designed for self-reports. The questionnaire was procured, and used for research purposes only.

3.   Results and Discussion

3.1 Assessment Level of Five Factor Model of Personality Traits

Conscientiousness - Results show that 123 (53.9%) scored average in conscientiousness; 63 (27.6%) scored low; 29 (12.7%) scored high; 7 (3.1%) scored very low; and 6 (2.6%) scored very high. The data reveal that the majority of the participants achieve an average score in conscientiousness.

Qualitative Analysis on Conscientiousness

Theme: Goal-Oriented - The behavior of conscientious people is often driven by their personal goals. It is linked to sustained effort to different classroom activities, and compliance with various school work (Kumari, 2014). They work hard to achieve results, meet deadlines, and complete tasks. Goal-oriented people devote their attention towards specific aspiration to sustain the momentum in life. Students who are conscientious are focused, have the ability to push forward, and take action to achieve their goals (Tomsik, 2018). The list below indicates each participant's accomplished goal in school.

> ➢   I get good grades every time we have tests.
> ➢   I created a list about my school requirements.
> ➢   I submitted my school requirements on time.
> ➢   I did my homework as assigned by my teachers.
> ➢   I followed my teachers' instructions during the class.
> ➢   I asked questions when I cannot understand the lesson.

Agreeableness – Results shows that 103 (45.2%) scored average in agreeableness; 79 (34.6%) scored low; 25 (11%) scored high; 18 (7.9%) scored very low; and 3 (1.3%) scored very high. The data reveal that the majority of the participants get an average score in agreeableness.

Qualitative Analysis on Agreeableness

Theme: Cooperative - Agreeable people have the tendency to put other's needs above their own. People who are agreeable are well-liked, and typically form friendships easily because they get along with others. The trait agreeableness has positive impact on scholastic achievement by cooperating in different learning tasks in the academic environment (Kumari, 2014). They feel good for doing good deeds to others, and prefer collaboration over conflict. Agreeable students fulfill different tasks assigned by the teacher (Mitrofan & Ion, 2013). The list below indicates each participant's statement of being cooperative in various school work.

> ➢ I don't cheat during tests.
> ➢ I asked questions to my teachers for clarifications.
> ➢ I helped my classmates if they're having trouble doing the tasks in a group activity.
> ➢ I collaborate with my classmates in all our learning tasks.
> ➢ I listened carefully during class discussions.
> ➢ I kept quiet in the classroom to prevent unnecessary noise.

Openness to Experience - shows that 130 (57%) scored low in openness to experience; 68 (29.8%) scored average; 15 (6.6%) scored high; 12 (5.3%) scored very low; and 3 (1.3%) scored very high. The data reveal that the majority of the participants achieve a low score in openness to experience.

Qualitative Analysis on Openness to Experience

Theme: Open-minded - Individuals who are open to new experiences enjoy unconventional ideas, and embrace new venture beyond their comfort zone. Openness predisposes people to place themselves in situations where they will likely to acquire new knowledge (Schretlen et al., 2010). They tend to exhibit a high level of curiosity, and pay attention to a variety of experiences in the learning space. The trait openness to experience has an effect on the academic performance of students in secondary school as shown in the study of Troncone et al. (2014). They don't have a problem volunteering in classroom activities, and in asking questions during class discussions. The list below indicates each participant's willingness to get involved in various school work.

> ➢ I get creative in my school projects.
> ➢ I clean my desk before I leave the classroom.
> ➢ I took my time to think in order to focus on the performance task.
> ➢ I enjoy participating in group activities.
> ➢ I am happy whenever we have group work.
> ➢ I like going to school.

Extraversion - shows that 111 (48.7%) scored low in extraversion; 56 (24.6%) scored very low; 52 (22.8%) scored average; 8 (3.5%) scored high; and 1 (0.4%) scored high. The data reveal that the majority of the participants get a low score in extraversion.

Qualitative Analysis on Extraversion

Theme: Sociable - Extroverted people seek out time for socializing. They process their thoughts in a dynamic way, and are comfortable speaking with groups of individuals. Extroverts prefer a pragmatic, and vigorous approach in learning (Köseoglu, 2016). They enjoy participating in class discussions, giving speeches, and presentations. Extroverts have no problem volunteering in classroom activities, and in offering to lead study groups (Poropat, 2009). They thrive on being part of the group activities. The list below indicates each participant's sociable behavior in the learning environment.

> ➢ I have a lot of friends in school.
> ➢ I like to work with a group of people.
> ➢ I enjoy participating in school clubs.
> ➢ I like group discussions.
> ➢ I am interested in extracurricular activities.
> ➢ I like to collaborate with my classmates to create a good output.

Neuroticism - shows that 144 (63.2%) scored average in neuroticism; 59 (25.9%) scored high; 15 (6.6%) scored low; 8 (3.5%) scored very high; and 2 (0.9%) scored very low. The data reveal that the majority of the participants get an average score in neuroticism.

Qualitative Analysis on Neuroticism

Theme: Stressed - Neurotic people experience negative emotions in response to stress. They put a negative spin on the situation, and put a stronger reaction to stress with feelings like anxiety, fear, and sadness. People who

have low emotional stability lack focus in academic tasks (Nye et al., 2013). Neurotic individuals believe in negative thoughts, and lead to ineffective social functioning within the learning environment. The trait neuroticism negatively affects academic attainment due to stressful conditions (Ciorbea et al., 2012). They likely develop neurotic traits that lead to trouble in dealing with different learning tasks. The list below indicates each participant's stressful condition in the learning space.

> ➤ Sometimes I am worried about meeting deadlines of school requirements.
> ➤ I am pressured into submitting schoolwork on time.
> ➤ I am unhappy at school.
> ➤ I am sometimes shy about participating in classroom presentations.
> ➤ I feel sad when I don't understand the lesson.
> ➤ I couldn't handle my time if the schoolwork is overwhelming.

3.2 Degree of Importance of each Personality Trait and its Facets

Conscientiousness - the mean perception of participants on conscientiousness. Data reveal that the participants' perception on conscientiousness is important with an overall mean of $\bar{x}$ =2.29. Conscientiousness includes the following traits: Competence (C1), Order (C2), Dutifulness (C3), Achievement-striving (C4), Self-discipline (C5), and Deliberation (C6).

Competence - the mean perception of participants on competence (C1). Data reveal that the participants' perception on competence is important with an overall mean of $\bar{x}$ =2.34. The majority of the participants claimed (SD=2.05) that they take pride in their sound judgment, and they are very competent people. However, they often come into situations without being fully prepared, and they don't seem to be completely successful at anything.

Order - the mean perception of participants on order (C2). Results show that the participants' perception on order is important with an overall mean of $\bar{x}$ =2.17. Most participants profess (SD=1.91) that they tend to be somewhat fastidious, and exacting. However, they are not very methodical. They would rather keep their options open rather than plan everything in advance. They never seem to be able to get organized, and they are not compulsive about cleaning.

Dutifulness - the mean perception of participants on dutifulness (C3). Data reveal that the participants perception on dutifulness is important with an overall mean of $\bar{x}$ =2.42. Essentially, the participants claimed (SD=2.11) that they adhere strictly to their ethical principles, and they have to be sick before to miss a day of work. However, sometimes they cheat when they play solitaire.

Achievement-striving - the mean perception of participants on achievement-striving (C4). It shows that the participants' perception on achievement-striving is important with an overall mean of $\bar{x}$ =2.36. Most participants profess (SD=2.09) that when they start a self-improvement program, they usually become remiss after a few days. They claim that they are easy going, and lackadaisical. They also don't feel driven to get ahead even though they are somewhat 'workaholic.'

Self-discipline - the mean perception of participants on self-discipline (C5). Results reveal that the participants' perception on self-discipline is important with an overall mean of $\bar{x}$ =2.13. The majority of the participants profess (SD=1.89) that they are productive people who always get the job done. However, they waste a lot of time before settling down to work, and when a project gets too difficult, they are inclined to start another one. Moreover, there are so many little jobs that need to be done they sometimes tend to just ignore them all.

Deliberation - the mean perception of participants on deliberation (C6). It reveals that the participants' perception on deliberation is important with an overall mean of $\bar{x}$ =2.32. Most of the participants claim (SD=2.07) that they rarely make hasty decisions. They often do things on the spur of the moment, and occasionally act first, and think later.

Agreeableness - the mean perception of participants on agreeableness. Data reveal that the participants'

perception on agreeableness is important with an overall mean of $\bar{x}$ =2.23. Agreeableness includes the following elements: Trust (A1), Straightforwardness (A2), Altruism (A3), Compliance (A4), Modesty (A5), and Tender-mindedness (A6).

Trust - the mean perception of participants on trust (A1). Data show that the participants' perception on trust is important with an overall mean of $\bar{x}$ =2.00. Most of the participants (SD=1.80) stated that they believe that most people are basically well-intentioned, and they think most of the people they deal with are honest, and trustworthy. Their first reaction is to trust people, and they tend to assume the best about people. They also have a good deal of faith in human nature, but sometimes they have the tendency to be cynical, and skeptical of others' intentions.

Straightforwardness - the mean perception of participants on straightforwardness (A2). The table reveals that the participants' perception on straightforwardness is important with an overall mean of $\bar{x}$ =2.23. Most participants profess (SD=1.98) that they are not crafty or sly, and they couldn't deceive anyone even if they wanted to. Nevertheless, sometimes they trick people into doing what they want. They take pride in their shrewdness in dealing with people. They cannot be trusted to transact business with them, but they hate to be considered as hypocrites.

Altruism - the mean perception of participants on altruism (A3.) It reveals that the participants' perception on altruism is important with an overall mean of $\bar{x}$ =2.39. The majority of the participants (SD=2.10) claim that most people they know like them, and consider them as charitable people. However, they are those who think they are not generous, and that they are selfish, egotistical, cold, and calculating.

Compliance - the mean perception of participants on compliance (A4). Based on the data, the participants' perception on compliance is important with an overall mean of $\bar{x}$ =2.10. Most of the participants claim (SD=1.93) that they hesitate to express their anger even when it's justified, and when they are insulted. They just try to forgive, and forget. On the other hand, if they don't like a person, they let him/her know it, and if someone starts a fight, they're ready to fight back. They're hard-headed, and stubborn. They often get into arguments with their family, and co-workers.

Modesty - the mean perception of participants on modesty (A5). Data reveal that the participants' perception on modesty is important with an overall mean of $\bar{x}$ =2.26. Generally, the participants stated (SD=2.03) that they'd rather not talk about themselves, and of their achievements. Although at times, they don't mind bragging about their talents, and accomplishments. But they feel that they are no better than others. They also have a very high opinion of themselves, for they claim that they are superior people.

Tender-mindedness - the mean perception of participants on tender-mindedness (A6). The table reveals that the participants' perception on tender-mindedness is important with an overall mean of $\bar{x}$ =2.40. Generally, the participants claimed (SD=2.13) that they would rather be known as 'merciful' than 'just' since they cannot do too much for the poor, and the elderly. They are hard-headed, tough-minded in their attitudes, and have no sympathy for panhandlers.

Openness to Experience - the mean perception of participants on openness to experience. Data reveal that the participants' perception on openness to experience is important with an overall mean of $\bar{x}$ =2.25. Openness to Experience displays the following attributes: Fantasy (O1), Aesthetics (O2), Feelings (O3), Actions (O4), Ideas (O5), and Values (O6).

Fantasy - the mean perception of participants on fantasy (O1). The table reveals that the participants' perception on fantasy is important with an overall mean of $\bar{x}$ =2.10. Predominantly, the participants profess (SD=1.87) that they try to keep all their thoughts directed along realistic situations, and avoid flights of fancy. They don't like to waste their time daydreaming. As children, they rarely enjoy games of make-believe. They have difficulty letting their mind wander. However, sometimes, they have an active fantasy life.

Aesthetics - the mean perception of participants on aesthetics (O2). The table reveals that the participants'

perception on aesthetics is highly important with an overall mean of $\overline{x}$ =2.62. Most of the participants (SD=2.29) are intrigued by the patterns they find in art, and museums, and certain kinds of music have an endless fascination for them. They are sometimes completely absorbed in the music they listen to. Sometimes when they read poetry or look at a work of art, they feel a chill or wave of excitement. They also enjoy reading poetry that emphasizes feelings, and images more than story lines.

Feelings - the mean perception of participants on feelings (O3). The table reveals that the participants' perception on feelings is important with an overall mean of $\overline{x}$ =2.26. Primarily, the participants profess (SD=2.00) that they find it easy to empathize to what others are feeling. Odd things like certain scents or the names of distant places can evoke strong moods in them. On the flip side, they rarely experience strong emotions. They seldom notice the moods or feelings that different environments produce, and they seldom pay much attention to their feelings of the moment.

Actions - the mean perception of participants on actions (O4). It reveals that the participants' perception on actions is important with an overall mean of $\overline{x}$ =1.94. Most participants (SD=1.70) claim that once they find the right way to do something, they stick to it.

Ideas - the mean perception of participants on ideas (O5). The table reveals that the participants' perception on ideas is important with an overall mean of $\overline{x}$ =2.35. Generally, the participants state (SD=2.04) that they enjoy working on 'mind twister' type puzzles, and solving problems. They also often enjoy playing with theories or abstract ideas. However, they sometimes lose interest when people talk about very abstract, theoretical matters. They also have little interest in speculating on the nature of the universe or the human condition.

Values - the mean perception of participants on values (O6). Data reveal that the participants' perception on values is important with an overall mean of $\overline{x}$ =2.22. In general, the participants claim (SD=1.89) that they believe they should look to their religious authorities for decisions on moral issues. They also believe that the 'new morality' of permissiveness is no morality at all. Furthermore, they believe that letting students hear controversial speakers can only confuse, and mislead them. They think that if people don't know what they believe in by the time they are 25 years' old there's something wrong with them. They also believe that loyalty to one's ideals, and principles is more important than permissiveness. However, they consider themselves broad-minded, and tolerant of other people's lifestyles.

Extraversion - the mean perception of participants on extraversion. Data reveal that the participants' perception on extraversion is important with an overall mean of $\overline{x}$ =2.15. Extraversion manifests the following behaviors: Warmth (E1), Gregariousness (E2), Assertiveness (E3), Activity (4), Excitement-seeking (E5), and Positive Emotions (E6).

Warmth - the mean perception of participants on warmth (E1). The table reveals that the participants' perception on warmth is important with an overall mean of $\overline{x}$ =2.35. Primarily, the participants confess (SD=2.07) that they really like most people they meet. They also take a personal interest in the people they work with, and they find it easy to smile, and be outgoing with strangers. However, they don't get much pleasure from chatting with people, and so many people think of them as somewhat cold, and distant.

Gregariousness - the mean perception of participants on gregariousness (E2). It shows that the participants' perception on gregariousness is important with an overall mean of $\overline{x}$ =1.86. Most of the participants claim (SD=1.70) that they'd rather take a vacation in a popular beach than in an isolated cabin in the woods. They also enjoy places with lots of people, and they like to have a lot of people around them. They really feel the need for other people if they are only by themselves for a long time. In spite of that, they prefer jobs that let them work alone without being bothered by other people, and social gatherings are usually boring to them.

Assertiveness - the mean perception of participants on assertiveness (E3). Data reveal that the participants' perception on assertiveness is important with an overall mean of $\overline{x}$ =1.88. In general, the participants profess

(SD=1.65) that they have often been a leader of groups they have belonged to. Other people often look to them to make decisions. In conversations, they tend to do most of the talking and they are dominant, forceful, and assertive. Although in meetings, they usually let others do the talking, and they would rather go their own way than to lead others, for they don't find it easy to take charge of a situation.

Activity - the mean perception of participants on activity (E4). Data show that the participants' perception on activity is important with an overall mean of $\bar{x}$ =2.03. Mainly, the participants claim (SD=1.74) that they often feel as if they're bursting with energy, and they are very active people. They usually seem to be in a hurry, and their life is fast-paced. Along with that, when they do things, they do them vigorously. However, they are not as quick, and lively as other people.

Excitement-seeking - the mean perception of participants on excitement-seeking (E5). The table reveals that the participants' perception on excitement-seeking is important with an overall mean of $\bar{x}$ =2.44. Most participants profess (SD=2.01) that they like being part of a crowd at sporting events, and they like to be where the action is. Alongside that, they are attracted to bright colors, and flashy styles. They have sometimes done things just for 'kicks' or 'thrills.' However, they tend to avoid movies that are shocking or scary.

Positive Emotions - the mean perception of participants on positive emotions (E6). The table reveals that the participants' perception on positive emotions is important with an overall mean of $\bar{x}$ =2.31. In general, the participants claim (SD=2.05) that they are cheerful, high-spirited person, and they have sometimes experienced intense joy or ecstasy. Despite that, they have never literally jumped for joy. They are not cheerful optimist, and they don't consider themselves especially 'light-hearted.' They rarely use words like 'fantastic' or 'sensational!' to describe their experiences.

Neuroticism - the mean perception of participants on neuroticism. Data reveal that the participants' perception on neuroticism is important with an overall mean of $\bar{x}$ =2.15. Neuroticism demonstrates the following elements: Anxiety (N1), Hostility (N2), Depression (N3), Self-consciousness (N4), Impulsiveness (N5), and Vulnerability (N6).

Anxiety - the mean perception of participants on anxiety (N1). The table reveals that the participants' perception on anxiety is important with an overall mean of $\bar{x}$ =2.20. Generally, the participants profess (SD=1.95) that they are not a worrier, they rarely feel fearful or anxious, and they have fewer fears than most people. They are seldom apprehensive about the future. However, sometimes they are easily frightened, and they often feel tense, and jittery.

Hostility - the mean perception of participants on angry hostility (N2). The table reveals that the participants' perception on angry hostility is important with an overall mean of $\bar{x}$ =2.03. Generally, the participants claim (SD=1.79) that they are even-tempered people, and it takes a lot to get them mad. In spite of that, they often get disgusted with people they have to deal with, and even minor annoyances can be frustrating to them. They often get angry at the way people treat them, and they are known as hot-blooded, and quick-tempered. They are not considered a touchy or temperamental person. At times they have felt bitter, and resentful.

Depression - the mean perception of participants on depression (N3). The table reveals that the participants' perception on depression is important with an overall mean of $\bar{x}$ =2.35. In general, the participants claim (SD=2.08) that they rarely feel lonely or blue, and they are seldom sad or depressed. On the contrary, sometimes things look pretty bleak, and hopeless to them, and they have a low opinion of themselves. On top of that, too often, when things go wrong, they get discouraged, and feel like giving up.

Self-consciousness - the mean perception of participants on self-consciousness (N4). The table reveals that the participants' perception on self-consciousness is important with an overall mean of $\bar{x}$ =2.19. Most participants claim (SD=1.91) that they feel comfortable in the presence of their bosses or other authorities, and it doesn't embarrass them too much if people ridicule and tease them. They are seldom self-conscious when they're around

people. On the other hand, in dealing with other people, they always dread making a social blunder, and they often feel inferior to others. If they have said or done something wrong to someone, they can hardly bear to face them again. When people they know do foolish things, they get embarrassed for them.

Impulsiveness - the mean perception of participants on impulsiveness (N5). Data show that the participants' perception on impulsiveness is important with an overall mean of $\bar{x}$ =2.13. In general, the participants claim (SD=1.87) that they rarely overindulge in anything, and they seldom give in to their impulses. However, they have trouble resisting their cravings, and they have little difficulty in resisting temptation. Sometimes they do things on impulse but they regret it later, and they sometimes feel sick of themselves.

Vulnerability - the mean perception of participants on vulnerability (N6). It reveals that the participants' perception on vulnerability is important with an overall mean of $\bar{x}$ =2.00. Most participants stated (SD=1.78) that they keep a cool head in emergencies, and they can handle themselves pretty well in a crisis. When everything seems to be going wrong they can still make good decisions, and they're pretty stable emotionally. They feel capable of coping with most of their problems. Despite all of that, they often feel helpless, and want someone else to solve their problems. When they're under a great deal of stress, sometimes they feel like they're going to pieces.

3.3 Indicators of Students' Manifestation on Each Personality Trait

The indicators of students' manifestation on each personality trait. Data reveal that most of the participants achieve an average score in conscientiousness, agreeableness, and neuroticism, and they claim that the three personality traits are important. On the other hand, the majority of the participants scored low on openness to experience, and extraversion, but they find that the two personality attributes are important, as well.

4. Faculty Development Program

This development program for the faculty members intends to cover the professional development plans for the academic year 2022-2023.

Rationale - This faculty development plan provides an avenue for professional competence, and promotes faculty responsibility for continuous expansion of teaching processes to respond to the varied personality traits of the students.

Objective - This program aims to help teachers foster innovation in teaching methodologies in order to improve the academic skills of the students.

Procedures and Guidelines - All academic faculty members shall attend the faculty development program. Budget needed for the faculty development program shall be funded by the school. Those strategies, and activities designed to meet the outcomes shall be implemented during the academic year 2022-2023. Before the end of the academic year, the department heads shall meet with the faculty for evaluation. Data from the evaluation will be utilized to examine long-term effects of this faculty development program.

5. Conclusions

Among the Five Factor Model of Personality Traits, the results revealed that most of the participants scored average in conscientiousness, agreeableness, and neuroticism, and they acknowledged these personality attributes as important. However, the majority of the participants scored low in openness to experience, and extraversion, but they recognized these traits as important, too. The findings of the study confirmed that personality traits are indicators contributing to a learner's desire to perform well in school. It is evident that every student is different, and their personality traits are placed in the spectrum of each personality dimension. The dominant personality trait of the participants shapes their individuality, and affects their learning ability in the academic environment. Therefore, the researcher designed a faculty development program that may help the faculty to improve their work performance, and innovate strategies in their teaching practice to accommodate the

varied personality traits of the students in the learning environment.

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