



(RESEARCH ARTICLE)



Interpersonal self-efficacy, morale, and personality traits of public elementary school teachers vis-à-vis teaching performance

JIMMELYN N. NAYON * and DENMARK S. MACALISANG

Southern Capital Colleges, Oroquieta City, Misamis Occidental, Philippines.

International Journal of Science and Research Archive, 2024, 12(01), 231–240

Publication history: Received on 25 March 2024; revised on 04 May 2024; accepted on 06 May 2024

Article DOI: <https://doi.org/10.30574/ijrsra.2024.12.1.0793>

Abstract

In the landscape of education, the role of elementary school teachers stands as a cornerstone in shaping the intellectual and emotional development of young minds. Amidst the myriad of factors influencing teaching effectiveness, the interplay between interpersonal self-efficacy, morale, personality traits, and teaching performance emerges as a critical area of inquiry. This study employed descriptive correlational research to determine the level of interpersonal self-efficacy, morale, and personality traits of public elementary school teachers vis-à-vis teaching performance in the Division of Ozamis City, School Year 2022-2023. Respondents of the study were the public school teachers from District 5 and 6 of Ozamis City Division with a total of 117 teacher respondents. Frequency Count, Percentage, Mean, Weighted Average Mean, Kruskal-Wallis Test, Dunn's Pairwise Tests, and Spearman rho were the statistical tests. Study revealed that the majority of respondents were female teachers with a range of one to five teaching experience. The teachers demonstrated high levels of interpersonal self-efficacy and morale, indicating their confidence in guiding and inspiring their pupils, as well as their satisfaction with their interactions and contributions to the school and community. While no significant differences were found in self-efficacy, morale, and personality traits based on age, sex, and highest educational attainment. It is worth noting that personality traits had a significant but very low correlation with performance. These findings highlight the importance of cultivating positive teacher attributes and promoting a supportive environment to enhance teacher performance and ultimately improve the quality of education in the region.

Keywords: Interpersonal Self-Efficacy; Morale; Personality Traits; Public School Teachers

1. Introduction

Interpersonal self-efficacy, reflecting teachers' beliefs in their ability to effectively interact and engage with students, forms a fundamental component of effective pedagogy. When combined with high morale, defined as a sense of satisfaction and enthusiasm towards one's profession, it can serve as a catalyst for fostering positive classroom environments and facilitating student learning outcomes. Additionally, the inherent disposition of teachers, characterized by personality traits, further distinctions the dynamics of teacher-student interactions and instructional practices.

Teachers whose primary objective is to educate, teach, and guide their students towards their life objectives and ideals. They must fulfill their teaching responsibilities while setting a positive example for their students. Cultivating a good personality is essential for teachers, as teaching is considered a noble and commendable job. A teacher's personality becomes an asset in carrying out their duties and responsibilities effectively. They become more effective teachers when they embody qualities such as patience, empathy, and integrity. By demonstrating these traits, teachers not only impart knowledge but also serve as role models for their students, influencing them positively both academically and personally (Macalisang, 2023).

* Corresponding author: DENMARK S. MACALISANG

Moreover, teachers with outstanding personalities are able to foster positive and harmonious relationships with their colleagues and community stakeholders. They recognize their role as individuals and social beings, and they show respect for others. The development of interpersonal relations among teachers within the school is also crucial. These relationships are typically characterized as collegial, distinguishing them from collaborative practices. Teachers understand the importance of fostering a friendly and ideal climate for interpersonal relationships, as it contributes to the school's cultural identity and social learning environment. The school unit functions as a social system with its own set of values and laws, where members, including principals, teachers, and students, interact with one another (Macalisang & Bonghawan, 2024).

Additionally, teachers are expected to maintain a professional demeanor at all times. Sustaining high morale is essential for teachers to be effective teachers. Morale is a mental state that leads individuals and groups to willingly prioritize the organization's objectives over personal goals, within reason. Signs of high morale include employee enthusiasm, voluntary compliance with rules and orders, and the ability to work collaboratively towards the organization's goals. High morale promotes cohesiveness, cooperation, and group effectiveness (Ma & Marion, 2019). Teachers in the field of education must be able to distinguish between personal and professional issues, ensuring that personal problems do not interfere with their focus on teaching. They should be able to resolve their own problems and avoid confusion regarding school matters, to ensure that students are not negatively affected by their personal issues. As key influencers in the learning process, teachers should consistently set an example and guide students towards developing strong personalities and becoming better individuals.

In the Division of Ozamiz City, various training sessions had been conducted on different topics and subjects as deemed necessary by the division office. However, for the past five years, these trainings had been limited to selected and qualified teachers, with only a few from District 6. These training sessions are crucial improving the personality traits, interpersonal values, and morale, all of which impact teaching performance. While interpersonal skills may seem natural to develop through daily interactions, it is beneficial for teachers to engage in purposeful planning to enhance these skills. Attending seminars, workshops, and training sessions can contribute to the development of interpersonal skills, consequently improving personality traits and interpersonal values (Herrity, 2022).

Given these factors, the researcher conducted a study aiming to determine the personality traits, interpersonal values, and morale of public elementary school teachers in relation to their performance. The findings of this study will provide valuable research-based information for school administrators and curriculum planners, assisting them in generating training programs and seminar workshops to enhance teachers' professional development. Teachers are active creators of knowledge, and to facilitate this process, it is essential to encourage them to ask questions, explore, and critically evaluate their knowledge.

2. Conceptual Framework

The interplay of independent and dependent variables is depicted in Figure 1, as shown in the schematic diagram. This study aimed to determine the levels of interpersonal self-efficacy, morale, and personality traits, and their relationship with the performance of public elementary school teachers in District 5 and 6 of Ozamiz City Division.

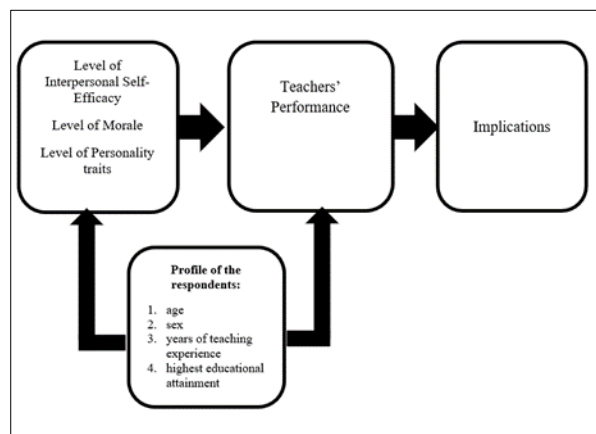


Figure 1 Schematic Diagram of the Study

The independent variables contained the teachers' profiles, levels of interpersonal self-efficacy, morale, and personality attributes. The first independent variable was the teachers' profiles, including their age, gender, years of experience, and highest educational attainment. The second variable focused on the teachers' level of interpersonal self-efficacy. The third component explored the teachers' morale, and the final variable investigated their personality traits.

The demographic profile variables were deemed important as they could potentially confound the study's results. The respondents' age was considered significant as younger teachers might perceive things differently from their older counterparts. Gender orientation was also taken into account, as it signifies varied understandings and perceptions among respondents. Years of teaching experience were another factor, as more experience often translates to enhanced understanding and wisdom. Additionally, the highest educational attainment of the teachers was considered because those with advanced degrees might possess greater academic knowledge and exposure compared to their less-educated peers.

The output of the teachers, measured through the teachers' IPCRF (Individual Performance Commitment and Review Form) rating, served as the dependent variable.

3. Methods

The descriptive-correlational research method was used in this study to describe, examine, and establish correlations among variables such as teachers' personality traits, interpersonal self-efficacy, and morale. The primary purpose of descriptive correlational research is to systematically measure and analyze the variables in order to describe the phenomenon, situation, or population under investigation.

A total of 117 teacher respondents participated, selected from Districts 5 and 6 of public schools. A stratified random sampling technique was employed to ensure the representation of diverse participants. Specifically, 59 teachers were selected from District 5, while 57 teachers were chosen from District 6.

The respondents' perceptions on interpersonal self-efficacy were gathered using a modified standardized survey checklist form, comprising 15 adapted suggestive statements from Veldman et al.'s (2017) study. For morale assessment, the study by Miraj et al. (2018) was employed. Finally, information on respondents' personality traits was collected through a standardized test developed by Goldberg in 1992, consisting of 50 suggestive statements.

4. Results and Discussion

Table 1 presents the level of interpersonal self-efficacy of the respondents, as measured by their responses to a series of statements. The weighted mean scores are provided, indicating the average rating for each statement. The table also includes a description column, which provides an interpretation of the weighted mean score. Overall, the respondents showed a high level of interpersonal self-efficacy, as evidenced by the weighted mean scores. The majority of the statements received a rating of "Strongly Agree," indicating that the teachers felt confident and capable in various aspects of their interpersonal interactions with pupils.

Statements such as "*I am capable of giving good guidance to my pupils*," "*I can inspire trust in my pupils*," and "*I am capable of being patient with my pupils*" received particularly high ratings, with weighted mean scores above 4.40. These scores indicate that the respondents strongly agreed with their ability to fulfill these aspects of interpersonal self-efficacy.

However, it is worth noting that a few statements received slightly lower ratings. Statements such as "*I am capable of letting pupils do what they want*" and "*I am capable of tolerating a lot from my pupils*" received ratings of "Agree" and "Strongly Agree" respectively, but with slightly lower scores compared to the other statements. This suggests that while the teachers generally demonstrated high levels of self-efficacy, there may be some areas where they feel less confident or comfortable.

The weighted average mean for all the statements was 4.25, indicating a strong agreement overall with the statements related to interpersonal self-efficacy. This suggests that the respondents possess a high level of confidence and effectiveness in their interactions with pupils, creating a positive and supportive classroom environment.

These findings highlight the importance of interpersonal self-efficacy in teaching, as teachers' belief in their ability to engage and interact effectively with their students plays a crucial role in fostering a conducive learning environment.

The high levels of interpersonal self-efficacy observed in this study are encouraging, as they indicate that the teachers are well-equipped to establish positive relationships and effectively manage their classrooms.

According to Bandura's Social Cognitive Theory, self-efficacy is a crucial motivational factor. Individuals with high self-efficacy are more likely to take on challenging roles, demonstrate determination in overcoming obstacles, and have a greater likelihood of achieving desired outcomes through their interpersonal interactions with the environment (Lippke, 2017).

The development of self-efficacy is influenced by environmental factors, as highlighted by Govindaraju (2021). The behavior of individuals is shaped by the environmental contexts they are exposed to. The strong agreement among the respondents regarding their confidence in carrying out their responsibilities in various situations reflects the impact of the environment on their behavior as teachers. Barni, Danioni, & Benevene (2019) argue that teachers with high self-efficacy are more likely to experience job satisfaction and lower levels of job-related stress and difficulties, particularly in managing misbehaving students.

These findings emphasize the importance of creating a supportive and empowering environment for teachers. By fostering an environment that enhances teachers' self-efficacy beliefs, educational institutions can contribute to higher job satisfaction, reduced stress levels, and improved effectiveness in dealing with challenging situations. Providing teachers with opportunities for professional development, supportive colleagues, and resources to effectively manage classroom dynamics can further enhance their self-efficacy and overall job performance.

By understanding the role of self-efficacy and its environmental influences, educational institutions can implement strategies and interventions that promote teachers' confidence and competence. Empowering teachers with the belief in their ability to make a positive impact on student learning outcomes can contribute to an overall improvement in the quality of education. Furthermore, it is crucial for administrators and policymakers to recognize the significance of creating a positive and supportive environment for teachers, as it directly influences their motivation, well-being, and effectiveness in the classroom.

Table 1 Teacher's Interpersonal Self-Efficacy

Statements	Mean	SD	Description
1. I am capable of giving good guidance to my pupils.	4.50	0.5816	Strongly Agree
2. I can inspire trust in my pupils.	4.44	0.6212	Strongly Agree
3. I am capable of being patient with my pupils.	4.28	0.6545	Strongly Agree
4. I am capable of letting pupils do what they want.	3.87	0.8183	Agree
5. I am capable of setting a norm to guide what my pupils may and may not say.	4.27	0.6382	Strongly Agree
6. I am capable of showing my authority in class.	4.41	0.6053	Strongly Agree
7. I can use my sense of humor when interacting with my pupils.	4.34	0.6035	Strongly Agree
8. I can empathize with my pupils.	4.34	0.6182	Strongly Agree
9. I am capable of giving my pupils their way	4.26	0.6610	Strongly Agree
10. I am capable of demanding silence in class.	4.25	0.6602	Strongly Agree
11. I can behave confidently in class.	4.36	0.6258	Strongly Agree
12. I can create a pleasant atmosphere in class.	4.38	0.6432	Strongly Agree
13. I am capable of interacting with my pupils with flexibility.	4.44	0.5792	Strongly Agree
14. I am capable of tolerating a lot from my pupils.	3.44	1.0818	Agree
15. I am capable of keeping strict order.	4.15	0.6981	Agree
Average Weighted Mean	4.25	0.6727	Strongly Agree

Table 2 presents the mean scores and interpretations of the respondents' level of morale based on different statements. The majority of the statements received high mean scores, indicating a strong agreement among the respondents and reflecting positive morale among the teachers.

Statements 1, 2, 4, 5, 7, 8, 10, 12, 14, 15, 18, 19, 21, 22, and 23 respectively received high mean scores, indicating a strong agreement among the respondents. These statements suggest that the teachers perceive their co-teachers as cooperative, find satisfaction and reward in their interaction with pupils, feel essential in their school, have positive relationships with parents, appreciate the support from the community, and believe that teaching enables them to make valuable contributions to the community. They also feel successful and competent in their teaching position, find teaching to be a rewarding career, and have sufficient time for teaching and collaboration with colleagues.

Statement 6 received a neutral mean score, indicating a mixed response among the respondents. It suggests that gaining acceptance from the people in the community where their school is located may be challenging for some teachers. This highlights the need for efforts to foster community engagement and support for teachers.

Statements 9, 13, 16, 17, 20, 24, and 25 respectively received agree mean scores, indicating some concerns and mixed opinions among the respondents. These statements touch upon factors such as societal pressures, budgetary cutbacks, career choices, job compensation, and the level of stress in teaching. They indicate areas where improvements can be made to enhance teacher morale, such as addressing external pressures, providing adequate resources, and ensuring fair compensation.

Taking the whole thing into consideration, the weighted average mean score of 4.00 indicates that the respondents are in complete agreement with regard to their morale as educators. The findings of this study indicate that, on the whole, the instructors who participated in the research had a positive morale and view teaching as a vocation that is both pleasant and rewarding.

These findings align with previous research that emphasizes the importance of positive morale among teachers for their job satisfaction, well-being, and overall effectiveness in the classroom. It highlights the need for ongoing support, recognition, and resources for teachers, as well as efforts to address any concerns or challenges they may face in their professional environment. Creating a positive and supportive school culture, addressing external factors that may impact teacher morale, and ensuring fair compensation and job satisfaction can contribute to a more positive teaching experience and enhance the overall quality of education.

A high level of morale among teachers reflects a positive attitude and motivation towards their work. The theory of self-determination posits that teachers with high morale are driven by the satisfaction of their psychosocial needs for competence and relatedness (Center for Self-Determination Theory, 2023). However, various factors can negatively impact teacher morale, as highlighted in Mangin's (2021) study. These factors include a low professional culture, inadequate and unfair practices within the school system (such as biased evaluation and promotion), and a lack of support from school administrators, all of which can demoralize teachers and hinder their ability to innovate in their teaching practices.

The COVID-19 pandemic further exacerbated the challenges faced by teachers, as discussed by Will (2021) in their article on burnout during the pandemic. The illness, stress, and decreased motivation among students had a direct impact on teachers, making them feel defeated in their efforts to ensure student engagement and learning. To address these issues and restore teacher morale, Will recommended the implementation of socialization opportunities, sufficient planning time, and the establishment of a robust mental health support system within schools.

The necessity of identifying and addressing the issues that influence teacher morale is brought into focus by these findings. Keeping and improving teacher morale can be accomplished by schools through the promotion of a constructive professional culture, the implementation of practices that are equitable and supportive, and the provision of resources for the well-being of teachers. It is possible to contribute to the total job satisfaction, motivation, and effectiveness of teachers in the classroom by creating an atmosphere that supports the needs of teachers for mental health, relatedness, and competence.

Table 2 Teacher's Morale

Statements	Mean	SD	Interpretation
1. My co- teachers in our school are cooperative in achieving our common, personal, and professional goals.	4.47	0.5662	Strongly Agree
2. Interaction with my pupils is highly satisfying and rewarding.	4.46	0.5500	Strongly Agree
3. I feel that I am an essential person in my school.	4.26	0.6202	Strongly Agree
4. I do not hesitate to discuss and resolve problems and other challenges pertaining to my pupil's development with their parents.	4.25	0.6963	Strongly Agree
5. The society I am living with gives importance and respect to teachers and treat them as professionals.	4.31	0.6648	Strongly Agree
6. It is difficult for teachers to gain acceptance from the people in the community that our school is located.	2.96	1.3205	Neutral
7. My pupils appreciate and admire the help I give them with their schoolwork.	4.28	0.6427	Strongly Agree
8. The community in which our school is located is willing to support the school's programs and projects.	4.36	0.6646	Strongly Agree
9. Society pressures and prevents me from doing my best as a teacher.	2.87	1.2177	Neutral
10. Sharing with my pupils are highly satisfying and remarkable.	4.26	0.6061	Strongly Agree
11. I can openly discuss any school problems or concerns with my School Head.	4.12	0.7392	Agree
12. In my school effective teaching is recognized.	4.41	0.6040	Strongly Agree
13. Budgetary cutbacks at my school have affected my ability to be an effective teacher.	3.14	1.1073	Neutral
14. Teaching gives me a lot of personal satisfaction.	4.22	0.6460	Strongly Agree
15. This profession enables me to make valuable contributions to the community.	4.44	0.5940	Strongly Agree
16. If I could revisit my profession again, I will opt for teaching.	3.93	0.8348	Agree
17. If there is an opportunity that I could earn much in another work, I will leave the teaching profession.	3.32	1.1466	Neutral
18. I feel successful and competent in current position as a teacher.	4.08	0.6642	Agree
19. Teaching is a rewarding career.	4.36	0.5787	Strongly Agree
20. The stresses resulting from teaching makes teaching undesirable.	3.57	1.0806	Agree
21. This profession enables me to provide a satisfaction in my living conditions.	4.01	0.7314	Agree
22. In my school I have enough time to teach what I feel is important.	3.94	0.7137	Agree
23. In my school I have time to collaborate with my colleagues.	4.19	0.6967	Agree
24. I am adequately compensated with my job.	3.90	0.7606	Agree
25. I think there is no other challenging work than the teaching profession.	3.93	0.8452	Agree
Average Weighted Mean	4.00	0.7717	Strongly Agree

Table 3 presents the distribution of personality traits among the respondents. The majority of the respondents exhibited high levels of agreeableness, with 44 out of 117 teachers (37.61%) falling under this trait. Following agreeableness, conscientiousness was the second most prevalent personality trait, with 36 teachers (30.77%) displaying this characteristic. Openness to experience was observed in 13 teachers (11.11%), while neuroticism was identified in 6 teachers (5.13%). Only one respondent (0.85%) exhibited extroversion.

Based on these findings, it can be deduced that the majority of the educators included in the sample possessed personality qualities indicative of agreeableness and conscientiousness. Becoming cooperative, kind, and sympathetic are all characteristics that are related with agreeableness. These characteristics can contribute to the development of positive interpersonal relationships as well as productive collaboration with coworkers and pupils. Conscientiousness is a reflection of characteristics such as being organized, accountable, and self-disciplined, all of which are desirable qualities for effective teaching and professional conduct.

The fact that a lesser percentage of respondents exhibited characteristics associated with neuroticism and openness to experience is something that should be taken into consideration. A relatively small number of teachers were found to have neuroticism, which is characterized by emotional instability and a tendency to experience negative emotions. The respondents also exhibited a lower level of openness to experience, which is a trait that is associated with a tendency toward imagination, curiosity, and creativity.

Based on these findings, it appears that the sample of instructors demonstrated personality traits that are typically connected with successful teaching and strong professional relationships. Research indicates that agreeableness and conscientiousness are good for educators in terms of their interactions with students, colleagues, and the general teaching environment. The preponderance of agreeableness and conscientiousness is consistent with this research. On the other hand, additional research and investigation into the connection between these personality traits and teaching performance would result in a more in-depth comprehension of the influence that these characteristics have on the efficiency of educators.

Teachers who possessed a high level of conscientiousness personality exhibited self-discipline, performed in a responsible manner, and aimed for achievement (MentalHelp.net, 2023). By contrast, teachers who possessed a high level of agreeableness personality were compassionate and cooperative.

According to the Social Investment Theory, the degree of similarity between agreeableness and conscientiousness in characteristics of personality is a reflection of an individual's level of investment in social relationships. This indicates that in order to preserve social harmony, individuals must continue to demonstrate kindness, empathic behaviour, and cooperative behaviour (Hudson & Roberts, 2013).

Table 3 Teacher’s Personality Traits

Personality Traits	F	P
Extroversion	1	1
Agreeableness	52	44
Conscientiousness	42	36
Neuroticism	7	6
Openness to Experience	15	13
Total	117	100

Table 4 presents the frequency and percentage distribution of respondents in terms of their level of teachers' performance. Among the 117 teachers included in the study, 85 teachers (72.65%) were classified as outstanding performers, while 32 teachers (27.35%) were rated as very satisfactory.

The results indicate a high proportion of teachers who were recognized as outstanding performers. This suggests that the majority of the respondents demonstrated exemplary teaching practices and achieved exceptional results in terms of their students' learning outcomes. These teachers likely exhibited a strong commitment to their profession, effective instructional strategies, and a positive impact on student growth and development.

On the other hand, a smaller proportion of teachers were classified as very satisfactory performers. While not achieving the highest level of performance, these teachers still demonstrated a satisfactory level of competence and effectiveness in their teaching practices. They likely displayed a solid understanding of their subject matter, engaged in professional development activities, and fostered a positive learning environment for their students.

The findings highlight the overall positive performance of the teachers in the study. The significant majority of outstanding performers suggests that the teachers in this sample excelled in their roles and made notable contributions to their students' academic achievements. However, it is important to consider that these results reflect the perceptions and evaluations of the teachers' performance, which may be subject to individual judgment and the specific criteria used for assessment.

Further analysis and exploration of the factors contributing to outstanding performance among teachers, such as their teaching practices, instructional strategies, and professional development opportunities, would provide valuable insights into fostering excellence in teaching and improving overall educational outcomes. The outstanding teachers, as defined by the Philippine Professional Standards for Teachers (PPST), are expected to possess a comprehensive mastery of content knowledge and various learning areas. They create safe, fair, and supportive learning environments that cater to the diverse needs of their students. These teachers conform to curriculum requirements, employ a variety of assessment tools and techniques to gauge student progress, and actively establish strong partnerships with community stakeholders. Additionally, they recognize the significance of continuous professional growth and development in order to enhance their teaching practice (Liego, 2017).

Table 4 Level of Teachers' Performance

Teachers' Performance	F	P
Outstanding	85	73
Very Satisfactory	32	27
Total	117	100

Table 5 presents the relationship between performance and three variables: interpersonal self-efficacy, morale, and personality traits. The p-values indicate the level of significance in determining whether there is a relationship between the variables. The decision column states whether the relationship is significant or not based on the p-values. The r-values represent the correlation coefficients, indicating the strength and direction of the relationship, with values closer to 1 indicating a stronger relationship. For the variable of self-efficacy and performance, the p-value of .956 suggests that there is no significant relationship. The correlation coefficient (r) of -.05 indicates a very low and negligible correlation between self-efficacy and performance. Therefore, based on these findings, self-efficacy does not have a significant impact on performance. Similarly, for the variable of morale and performance, the p-value of .579 suggests that there is no significant relationship. The correlation coefficient (r) of -.052 also indicates a very low and negligible correlation between morale and performance. Thus, the level of morale does not significantly influence performance.

In contrast, the variable of personality traits and performance shows a significant relationship with a p-value of .032. The correlation coefficient (r) of .198 indicates a very low and weak positive correlation between personality traits and performance. This suggests that there may be a slight influence of personality traits on performance, although the effect size is minimal.

The results on the significant correlation between personality traits and performance support the findings in the study of Tyler & Newcombe (2006) that personality had a significant correlation with job performance. Scontrino Powell (2021) concluded that among personality traits, conscientiousness is the strongest predictor of performance regardless of the nature of the job. People who are conscientious are driven for job achievement and are more oriented in many aspects. According to the Person-Environment Fit Theory, the personality traits of an individual are adjusted that match the demands of the environment. For instance, a teaching environment needs employees who are diligent, organized, and responsible which describes a conscientious personality trait (Cooman & Vleugels, 2022).

Table 5 Relationship Between Performance and Level of Interpersonal self-efficacy, Level of Morale, and personality Trait

Variables	R	p	Interpretation	Decision
Self-efficacy and Performance	-0.050	0.956	Insignificantly very low correlation	Accept the null hypothesis
Morale and Performance	-0.052	0.579	Insignificantly very low correlation	Accept the null hypothesis
Personality Traits and Performance	0.198	0.032	Significantly very low correlation	Reject the null hypothesis

5. Conclusions

The teachers demonstrated high levels of interpersonal self-efficacy and morale, indicating their confidence in guiding and inspiring their pupils, as well as their satisfaction with their interactions and contributions to the school and community. While no significant differences were found in self-efficacy, morale, and personality traits based on age, sex, and highest educational attainment, it is worth noting that personality traits had a significant but very low correlation with performance. These findings highlight the importance of cultivating positive teacher attributes and promoting a supportive environment to enhance teacher performance and ultimately improve the quality of education in the region.

Recommendations

Based on the conclusion of the study, the following recommendations were made:

- Educational institutions and policymakers should prioritize the implementation of professional development programs aimed at enhancing teachers' interpersonal skills, self-efficacy, and morale.
- Schools should strive to create a supportive and collaborative environment that values and recognizes the contributions of teachers.
- Regular and meaningful performance assessments should be conducted to provide teachers with constructive feedback on their teaching practices and areas for improvement.
- Policymakers and education stakeholders should consider the findings of this study and integrate research-informed policies and practices that support teacher well-being and professional growth.
- The study highlights the need for further research to explore additional factors that may influence teacher performance, such as classroom management techniques, curriculum design, and the impact of technology integration. Future studies can also investigate the longitudinal effects of interpersonal self-efficacy, morale, and personality traits on teachers' career trajectories and student outcomes.

Compliance with ethical standards

Disclosure of Conflict of Interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

References

- [1] Barni, D., Danioni, F.V., & Benevene, P. (2019). Teachers' Self-Efficacy: The Role of Personal Values and Motivations for Teaching. *Frontiers in Psychology*, 10.
- [2] Center for Self-Determination Theory. (2023). Self-determination theory: Basic psychological needs in motivation, development, and wellness. <https://selfdeterminationtheory.org/>
- [3] Cooman, R. D. & Vleugels, W. (2022). Person-environment fit: Theoretical perspectives, conceptualization, and Outcomes. <https://doi.org/10.1093/acrefore/9780190224851.013.377>.

- [4] Goldberg, L. R. (2015). What the hell took so long? Donald Fiske and the Big-Five factor structure.
- [5] Govindaraju, V. (2021). A review of social cognitive theory from the perspective of interpersonal communication. *Multicultural Education, Vol. 7, Issue No. 12*. DOI: 10.5281/zenodo.5802235
- [6] Herrity, P. (2022). Enhancing interpersonal skills through training sessions for teachers.
- [7] Hudson, N. W., Roberts, B. W., & Lodi-Smith, J. (2012). Personality trait development and social investment in work. *Journal of Research in Personality, 46*(3), 334–344. <https://doi.org/10.1016/j.jrp.2012.03.002>.
- [8] Llego, M. A. (2017). Philippine Professional Standards for Teachers (PPST). *TeacherPh*. <https://www.teacherph.com/philippine-professional-standards-for-teachers>.
- [9] Lippke, S. (2017). Self-Efficacy Theory. *Encyclopedia of Personality and Individual Differences*. https://link.springer.com/referenceworkentry/10.1007/978-3-319-28099-8_1167-1.
- [10] Macalisang, D. S. (2023). Administrative Practices of School Administrators and Instructional Supervision: Analysis of the Impact Towards School Organizational Culture. *Sprin Journal of Arts, Humanities and Social Sciences, 2*(02), 42–49. <https://doi.org/10.55559/sjahss.v2i02.90>.
- [11] Macalisang, D. & Bonghawan, R. (2024). Teachers' Learning Reinforcement: Effects on Students' Motivation, Self Efficacy and Academic Performance. *International Journal of Scientific Research and Management (IJSRM)*. DOI: 10.18535/ijsrm/v12i02.el08.
- [12] Ma, X., & Marion, R. (2021). Exploring how instructional leadership affects teacher efficacy: A multilevel analysis. *Educational Management Administration & Leadership, 49*(1), 188-207. <https://doi.org/10.1177/1741143219888742>.
- [13] Mangin, R. (2021). Increasing teacher morale. *BU Journal of Graduate Studies in Education, Volume 13, Issue 1, 2021*.
- [14] MentalHelp.net (2023). Big Five Personality Traits. <https://www.mentalhelp.net/psychological-testing/big-five-personality>.
- [15] Miraj, S. Reba, M and Ud Din, J. (2018). A Comparative Study regarding Teachers' Morale among Public and Private Schools at Secondary Level in Peshawar.
- [16] Scontrino Powell (2021). Personality and job performance. <https://scontrino-powell.com/blog/personality-and-job>
- [17] Tyler, G.P., & Newcombe, P.A. (2006). Relationship between Work Performance and Personality Traits in Hong Kong Organizational Settings. *Labor: Human Capital eJournal*. DOI:10.1111/j.1468-2389.2006.00332
- [18] Will, M. (2021). As teacher morale hits a new low, school look for ways to give breaks, restoration. *EducationWeek*. <https://www.edweek.org/leadership/as-teacher-morale-hits-a-new-low-schools-look-for-ways-to-give-breaks-restoration/2021/01>
- [19] Veldman, W., Mainhard, T., Wubbels, T., and Tartwijk, J.V (2017). Measuring teachers' interpersonal self-efficacy: relationship with realized interpersonal aspirations, classroom management efficacy and age. DOI: 10.1007/s11218-017-9374-1