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Research Article

Personality Traits and Job Satisfaction among Provincial Paid Teachers in Borongan City Division: Input to Personality Development Intervention

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ABSTRACT

This study determined the provincial paid teachers' personality traits and job satisfaction for the purpose of utilizing research results in policy and intervention development. The study employed a quantitative approach, gathering information from purposive sampling of 36 provincial paid teacher in Borongan City Division through Big Five Personality Traits and teacher job satisfaction questionnaire survey method. Mean score was used to describe personality traits and level of job satisfaction, likewise the Spearman's Rho determine correlational analysis on significant relationship exists between specific personality traits and job satisfaction. The findings show on respondents' personality traits in terms of openness, extroversion, and neuroticism got a mean score 3.40, 3.29, and 2.90 with moderate level, respectively. While, conscientiousness and agreeableness got a mean score 3.60 with high level of personality traits of the respondents. The level of job satisfaction got a high level with 3.81 mean score. Moreover, it was found that conscientiousness has a very strong positive relationship with teacher job satisfaction, while, agreeableness and extroversion were both found to have strong positive correlation with teacher job satisfaction. Therefore, reject the null hypothesis that stated that there is no significant relationship between job satisfaction and personality traits of respondents, specifically: agreeableness, conscientiousness, extroversion, openness, and neuroticism. The results show how crucial the provincial paid teachers to continually develop and encouraged their traits that reflect conscientiousness such as thoughtfulness, good impulse control, and display strong goal-directed behaviors. However, teacher selection and hiring personnel are recommended to take into consideration personality traits, primarily conscientiousness, agreeableness and extroversion because they are strongly associated with teacher job satisfaction. Lastly, school heads are recommended to consider designing personality traits development training workshops to enhance conscientiousness, agreeableness and extroversion among teachers as

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preparation on teachers' development and job satisfaction can be enhanced.

Keywords: *Job Satisfaction, Intervention Development, Personality Traits, Provincial Paid Teacher*

Introduction

Across the globe the school systems gained stability and organization, where in the rule of tenure up to the age of retirement is adopted in the system, when the teacher achieve tenure, they cannot be removed from teaching position unless due to specific justification of incompetence and moral turpitude. The teacher has the right to a formal hearing on such charges in due process (Havighurst, 2023).

In the Philippines, public school teachers are entitled to specific rights under the Philippine Constitution, among which is security of tenure. However, despite reported increase in teacher shortage (Chi, 2024), there still are quite a number of non-tenured, underemployed professional teachers seeking permanent teaching positions in the country.

In Eastern Samar, the COVID-19 pandemic paved a way for unemployed professional teachers to land non-tenured jobs as teacher-facilitators for modular learning students through the provincial government, where around 1,300 licensed teachers were hired for Php 300 per day wage, with the requirement that they render thrice-a-week tutorial sessions with students in the modular delivery system for three months (Gabieta, 2020). This mode of temporary employment still subsists today, with provincial paid teachers being deployed in public schools across the province, prompting researcher interest in the job satisfaction of these teachers.

Teacher personality traits have barely received attention and consideration as education agenda are formulated and implemented (Chimezie, 2020), despite the fact that teachers, being lynchpins in the educative process, are persons possessed of distinct personality traits integral to the teachers' manner of handling their educative roles (Goncz, 2017). The job satisfaction is significantly related to personality traits (Judge, et al., 2002). In the dispositional model on the satisfaction of work is

significantly influence to productivity of the employee (Memon, et al., 2023).

Likewise, here in Borongan City Division, provincial paid teachers are having a personality traits development towards the job satisfaction performance on their station or school assign. That is why the gap analysis towards the problems, the researchers want to solve or get an idea on how to make a personality development interventions for a teacher under provincial paid contract.

Given these data-driven findings, the researchers determine in the present study on the personality traits and job satisfaction level of the provincial paid teachers. The results will be utilized in crafting policies and schemes that may lead towards greater understanding of teacher personality traits and their influence over provincial-paid teachers' job satisfaction.

Statement of the Problem

This study determined the provincial-paid teachers' personality traits and job satisfaction for the purpose of utilizing research results in policy and intervention development towards understanding the respondents' personality traits in relation to their job satisfaction through strategic personality development intervention.

The study specifically aimed to answer the following questions:

1. What are the personality traits of the respondents in terms of:
 - 1.1 Agreeableness
 - 1.2 Extroversion
 - 1.3 Conscientiousness
 - 1.4 Openness; and
 - 1.5 Neuroticism?
2. What are their job satisfaction level using the teacher job satisfaction model?
3. Is there a significant relationship between the respondents' personality traits and job satisfaction level?

Significance of the Study

The results of the study are expected to provide meaningful insights towards the creation of a strategic personality development intervention which will be of significant benefit to the following:

School administrators may gain from the findings of the study some relevant issues that need to be addressed in relation to the respondents' personality traits and job satisfaction. They also find the personality development intervention scheme to be crafted by the researcher a useful tool in their endeavors to enhance teacher quality among their ranks.

Teachers may obtain through the results of the study a broader insight to their personality traits and how such traits are collateral to their job satisfaction. This insight may induce them towards self-reflection and ultimately lead them towards availing of the personality development intervention designed by the researcher on the results of the study.

Learners may reap the benefits of the study as they are the main beneficiaries of a healthier and more wholesome learning environment brought in part by well-adjusted teachers and a supportive professional organization that recognizes the influence of teachers' personality traits to their job satisfaction.

Scope and Delimitation of the Study

The study is focused on determining the provincial-paid teachers' personality traits and job satisfaction for the purpose of utilizing research results in the development of a personality development intervention scheme.

The study only took as respondents the provincial paid teachers assigned at the Borongan City Schools Division for at least one year prior to the conduct of the study.

The study only took into consideration the respondents' personality traits and their job satisfaction level as variables in the study.

Definition of Terms

The following terms are defined to provide common frame of comprehension among readers of the research text.

Personality trait. A personality trait is defined as a relatively stable, consistent, and enduring internal characteristic that is inferred

from a pattern of attitudes, behaviors, feelings, and habits in the individual. In the study, personality traits are defined based on the Big Five Personality Traits, namely; openness, conscientiousness, extroversion, agreeableness, and neuroticism (Cherry, 2023).

Job Satisfaction. Job satisfaction is defined as a positive emotional response an individual experiences when doing his/her job or when he/she is present at work. In the study, Job satisfaction level refers to the mean scores obtained by the respondents in the Teacher Job Satisfaction Survey (Lester, 1984; Chambers, 2010) employed in the study.

Provincial-paid teachers. These are teachers who are temporarily employed by the provincial government of Eastern Samar to augment teacher shortages in public schools across the province.

Review of Related Literature

The Department of Education in a homage to teachers penned in its official website described a teacher as "someone who educates beyond limits, risks without taking chances and opportunities, encourages in down moments, promises even if it is hopeless, smiles in difficulties, and loves without compromise." This high calling resonates with the expectations of what a teacher must be as a person. These expectations give rise to the question of teacher personality.

Personality Traits, The Big Five Model

Personality refers to the stable traits and patterns that lead individuals to consistently think, feel, behave, and cultural intelligence personality traits in specific ways (Roberts et al., 2017; Dumper et al., 2020; Ricafrente et al., 2024; Salas & Hermosa, 2025), and teacher's personality is significantly explicitly linked to how these changes impact relationship dynamics over time to job satisfaction and teaching success (Judge, et al., 2002; Roberts, et al., 2017). To explore personality traits among this study's respondents, the Big Five Model of personality traits will be employed. The Big Five Model of personality traits has been of prolific application among psychologists as they endeavor to understand human personality, and Harris and Fleming (2005) as cited in Chimezie

(2020) found the Big Five Model as fundamental and acceptable to explain the basic dimensions of normal personality. The Big Five was proposed by Francis Galton in the 1800s. Personality dimensions of the model include agreeableness, conscientiousness, extroversion, openness and neuroticism (Vinney, 2018).

Agreeableness

Agreeable individuals are described by Judge (2002) as those who are highly motivated to establish interpersonal relationships, while Harris and Fleming (2005) saw agreeable people as courteous, sympathetic, tenderhearted and kind. It likewise describes one's ability to consider the needs of others ahead of that of oneself (Darby, 2024). The six facets of agreeableness include trust, straightforwardness, altruism, compliance, affection and prosocial behaviors (Cherry, 2023).

Conscientiousness

Conscientiousness, as a fundamental personality trait, is characterized by high levels of thoughtfulness, good impulse control, and goal-directed behaviors. Conscientious people are organized and detail-oriented, plan ahead, think about how their behavior affects others, and are mindful of deadlines (Cherry, 2023). Facets of conscientiousness also include high organization, punctuality, self-discipline, orientation towards rules, and ability to prioritize effectively (Darby, 2024).

Extroversion

Extroverts are generally excitable, sociable, talkative, assertive, with high amounts of emotional expressiveness (Power and Pluess, 2015), and are outgoing and tend to acquire energy in social situation. Extroversion is likewise manifested through behaviors that tend towards excitability, sociability, and talkativeness (Cherry, 2023). The six facets of extroversion are gregariousness, assertiveness, warmth, activity, excitement-seeking, and positive emotions (McCrae and Costa, 2003).

Openness

Openness to experience reflects how receptive a person is to new ideas and the robustness and complexity of a person's mental life,

including intellectual curiosity and creative imagination (Raypole, 2019). Openness as a personality trait is said to be associated to a number of genetic and environmental factors and variations in functional and structural characteristics of the brain, and is linked with increased creativity, curiosity, adaptability, mental flexibility, and acceptance of others (Raya, et al., 2023).

Neuroticism

Neuroticism reflects a tendency of an individual towards negative emotions, including experiences like feeling anxious, depressed, and sexual risk behavior (Vinney, 2018; Ortiz & De Jose, 2025). Neuroticism is said to predispose a person towards negative effects such as anger, anxiety, self-consciousness, irritability, emotional instability, and depression; and persons with high levels of neuroticism have been observed to have adverse response to environmental stress, view regular circumstances as threatening, and become easily frustrated and hopelessly overwhelmed (Widiger and Oltmanns, 2017).

Job Satisfaction

Job satisfaction is defined as a positive emotional response an individual experiences when doing his/her job or when he/she is present at work (BasuMallick, 2021). Job satisfaction is significantly influential to general employee productivity (Memon, et al., 2023), and, among teachers, specifically improves teaching quality (Ejimofor, 2015). Recent studies on teachers' job satisfaction conducted among American teachers by Lin et al. (2024) found that compared to employees in other industries, teachers reported a relatively low level of job satisfaction.

Personality Traits and Job Satisfaction

Personality traits emerge as important predictors of job satisfaction (Hsieh, 2013), with particular reference to the Big Five model that Costa and McCrae (1990) have proven to be particularly effective in the study regarding the dispositional associates of job satisfaction. Onogwu and Emenike (2023) went as far as to recommend, in their study that applicants for job positions should be tested with regards to their

personality traits to determine if they possess the Big Five personality traits that organizations prefer as they have been found to enhance and improve job performance and promote job satisfaction.

Theoretical and Conceptual Framework

The study operated based on the Dispositional Theory of Job Satisfaction which generally links job satisfaction among employees to

dispositional factors, among which is the employees' personality traits. It temporizes further that a person has a strong predisposition towards a certain level of satisfaction, and that these remain fairly constant and stable across time (Judge et al., 2002; Salas, et al., 2025).

In the study, researcher attempted to establish the relationship between the following variables:

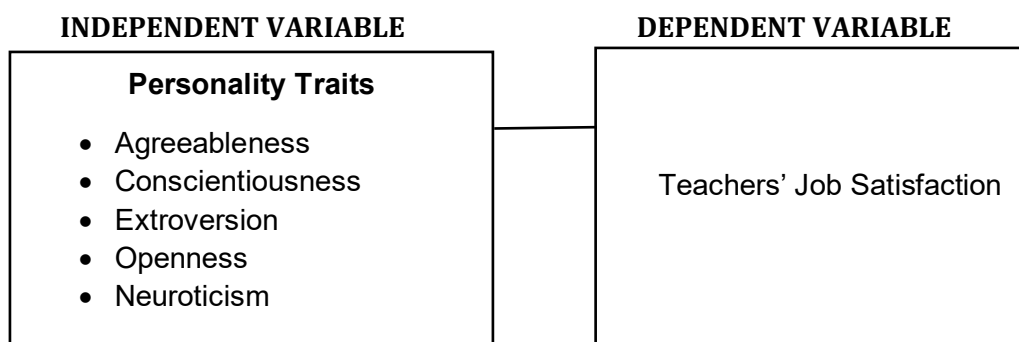


Figure 1. The relationship between personality traits and job satisfaction of the respondents.

Hypothesis of the Study

The study advanced based on the following Null hypothesis:

H⁰: There is no significant relationship between job satisfaction and personality traits of respondents, specifically: Agreeableness, Conscientiousness, Extroversion, Openness, and Neuroticism.

Methodology

Research Design

The study employed quantitative research design, this approach is appropriate as the study seeks to measure and quantify the frequency of inclusivity interventions, as well as the attrition rate, to draw statistical conclusions. Specifically, in correlation to investigate the relationship between the respondents' personality traits and their teaching job satisfaction without controlling any of the aforementioned variables. A quantitative approach is appropriate as the study seeks to measure and quantify the frequency of inclusivity interventions, as well as the attrition rate, to draw statistical conclusions.

Locale of the Study

The study was conducted within the area of Borongan City Schools Division.

Respondents of the Study

The respondents of the study are the provincial-paid teachers of the province of Eastern Samar. Inclusion criteria are; (1) that the respondent has at least served as provincial-paid teacher for at least one year before the conduct of the study, (2) that they are deployed to serve in schools within the administration of the Borongan City Schools Division, and (3) that they expressed their consent to be a respondent of the study after being oriented of the purpose, risks, and benefits of the study.

Sampling Design

Purposive sampling has been employed in the study to ensure that all 36 members of the research population were qualified and met the predefined criteria. Purposive sampling will be used to calculate the study's sample size. This kind of non-probability sampling, sometimes referred to as judgmental, selective, or subjective sampling, involves researchers using their own discretion to pick study participants from

the public. Before using this sampling technique, researcher will be aware of the goal of her study in order to select and contact appropriate respondents. Since all study participants were chosen based on a predetermined set of characteristics, researcher utilized purposive sampling to reached a certain portion of the population (Campbell et al., 2020).

Research Instrument

The study employed two research instruments. One is the Big Five Personality Trait Inventory Scale (Goldberg, 1992), a self-report inventory scale that measures the big five personality traits consisting 50 items that are rated based on how true they are as experienced by the rater. It is rated by means of a five-point Likert scale where (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

The second research instrument is the Teacher Job Satisfaction Questionnaire. It features 66 items that are descriptions of the way a teacher feels about his/her job. It is rated by means of a five-point Likert scale 1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

Data Analysis

The researcher employed mean as data analysis tool to make sense of the raw data obtained so that the researcher can determine the personality traits of the respondents as well as their level of job satisfaction. In order to determine whether significant relationship exists between specific personality traits and job satisfaction, the correlation analysis tool employed is Spearman's Rank Correlation Coefficient or Spearman's Rho because the data for categorical data obtained in the study are the personality traits, categorized into five namely; agreeableness, conscientiousness, extroversion, openness and neuroticism; while job satisfaction data are likewise categorized into five, namely; unsatisfied, barely satisfied, neutral, moderately satisfied, and highly satisfied.

Ethical Consideration

In strict observance of the Data Privacy Act of 2012 (R.A. No. 10173), and in order to protect the right to privacy of the respondents, the

researcher ensured utmost confidentiality regarding the use of the data collected, as well as the destruction of the data once the study is concluded. Should there be need to store gathered data, storage of which will be properly and diligently executed.

An informed consent form was accomplished by the respondents prior to their participation as respondents of the study to ensure that they are well-informed about the nature and purpose of the study as well as diligently apprised of the benefits and risks of the study. Only once the informed consent was expressly granted by the respondent where they qualified to actually participate in the study and became bona fide source of research data.

Results and Discussion

The findings aimed to find the personality traits of the respondents and their level of job satisfaction as Provincial Paid Teachers in the Borongan City Schools Division. The study also wanted to determine whether significant relationship existed between specific personality traits and job satisfaction, and the correlation analysis tool employed is Spearman's Rank Correlation Coefficient or Spearman's Rho.

Personality Traits

The study aimed to describe the personality traits of the respondents based on the Big Five personality traits, specifically openness to new experiences, conscientiousness, extroversion, agreeableness, and neuroticism and further explore their relationship to the teacher job satisfaction level among provincial paid teachers of the Borongan City Schools Division from 2021-2024. A total of 36 respondents were included in the study through purposive sampling. The study obtained the levels of openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism from the Big Five Personality Inventory employed in the study. The fifty items consisting the test was categorized into the abovementioned five personality traits.

Openness

By using the following interpretations where the mean scores 1.00 - 1.89 = Very Low, 1.90 - 2.69 = Low, 2.70 - 3.49 = Moderate, 3.50

- 4.29 = High, and 4.30 - 5.00 = Very High; the findings revealed that the respondents have moderate level of openness to experience, based on the grand mean score of 3.4 obtained through the inventory. This result implies that the respondents possess a generally average sense of receptiveness to new ideas, intellectual curiosity and creative imagination (Raypole, 2019).

Among the statements that indicate openness to experience, the lowest mean score of 2.1 was obtained in the aspect of having a good imagination, while the highest mean score of 4.3 was with respect to the context of spending time to reflect on things. The following table presents the level of openness personality trait of the respondents.

Table 1. Level of openness to new experience of respondents

Statement	Mean Scores	Interpretation
I have a rich vocabulary.	3.4	Moderate
I have difficulty understanding abstract ideas.	2.5	Low
I have a vivid imagination.	3.7	Moderate
I am not interested in abstract ideas.	2.7	Moderate
I have excellent ideas.	4	High
I don't have a good imagination.	2.1	Low
I am quick to understand things.	4	High
I use difficult words.	3.1	Moderate
I spend time reflecting on things.	4.3	Very high
I am full of ideas.	4.2	High
Grand Mean	3.4	Moderate

Conscientiousness

The study was able to statistically establish that the respondents have a high level of conscientiousness of the respondents, based on the mean score of 3.6 obtained from the aggregate items representing conscientiousness. This can be interpreted that the respondents have a high sense of thoughtfulness, good impulse control,

and display strong goal-directed behaviors (Cherry, 2023). It was further determined that the respondents scored low in terms of leaving their belongings around, whereas they scored very high in terms of getting chores right based on the mean scores of 2.2 and 4.6 respectively. Table 2 illustrates level of conscientiousness of the respondents.

Table 2. Level of conscientiousness of respondents

Statements	Mean Scores	Interpretation
I am always prepared.	4.3	Very high
I leave my belongings around.	2.2	Low
I pay attention to details.	4.5	Very high
I make a mess of things.	2.3	Low
I get chores done right away.	4.6	Very high
I often forget to put things back in their proper place.	3.3	Moderate
I like order.	3.5	High
I shirk my duties.	2.5	Low
I follow a schedule.	4.3	Very high
I am exacting in my work.	4	High
Grand Mean	3.6	High

Extroversion

In terms of the level of extroversion, it was found that the respondents scored a mean of 3.24, indicating that they possess a moderate level of extroversion. This can be interpreted that the respondents have average sense of excitability, sociability, and talkativeness (Cherry, 2023).

Among the items that indicate extroversion, the lowest mean score of 2.4 was obtained in the areas of talking to a lot of people at parties, while the highest mean score was 4.1 describing the facet of extroversion described as being comfortable around other people. Table 3 presents the level of extroversion of the respondents.

Table 3. Level of extroversion of respondents

Statements	Mean Score	Interpretation
I am the life of the party.	3.2	Moderate
I don't talk a lot.	2.7	Moderate
I feel comfortable around people.	4.1	High
I keep in the background.	3.4	Moderate
I start conversations.	3.8	High
I have little to say.	3.3	Moderate
I talk to a lot of different people at parties.	2.4	Low
I don't like to draw attention to myself.	3	Low
I don't mind being the center of attention.	2.4	Low
I am quiet around strangers.	3.8	High
Grand Mean	3.24	Moderate

Agreeableness

The level of agreeableness of the respondents was established by the study to be at a high level, as evidenced by the mean score of 3.6. This can be interpreted that the respondents are highly motivated to establish interpersonal relationships (Judge et al., 2002), highly courteous, sympathetic, tender-hearted and kind

(Harris and Fleming, 2005), and are in possession of a strong ability to consider the needs of others ahead of that of oneself (Darby, 2024).

A very low level was indicated in the aspect of insulting people, while the highest mean score obtained was 4.4 in the area of being soft-hearted. Table 4 illustrates the level of agreeableness of the respondents.

Table 4. Level of agreeableness personality trait of respondents

Statements	Mean Score	Interpretation
I feel little concern for others.	4	High
I am interested in people.	3.8	High
I insult people.	1.1	Very low
I sympathize with others' feelings.	4.1	High
I am not interested in other people's problems.	3.1	Moderate
I have a soft heart.	4.4	Very high
I am not really interested in others.	3.2	Moderate
I take time out for others.	3.5	High
I feel other's emotions.	4.2	High
I make people feel at ease.	4.3	Very high
Grand Mean	3.6	High

Neuroticism

The level of neuroticism of the respondents was found to be moderate based on the 2.9

mean score obtained in the research questionnaire. This can be taken to mean that the respondents have moderate tendency towards

negative emotions such as experiences like feeling anxious and depressed (Vinney, 2018), anger, anxiety, self-consciousness, irritability, emotional instability, and depression and they are moderately likely to have adverse response to environmental stress, view regular circumstances as threatening, and become moderately

frustrated and moderately overwhelmed (Widiger and Oltmanns, 2017).

The area of neuroticism that obtained lowest mean score of 2.5 is getting upset easily, while the highest mean score was 3.3 obtained in the area of getting stressed out easily. Table 5 presents the level of neuroticism of the respondents.

Table 5. Neuroticism personality trait of respondents

Statements	Mean Scores	Interpretation
I get stressed out easily.	3.3	Moderate
I am relaxed most of the time.	3	Moderate
I worry about things.	3.2	Moderate
I seldom feel blue.	3.2	Moderate
I am easily disturbed.	3	Moderate
I get upset easily.	2.5	Low
I change my mood a lot.	2.6	Low
I have frequent mood swings.	3.1	Moderate
I get irritated easily.	2.6	Low
I often feel blue.	3	Moderate
Grand Mean	2.9	Moderate

Job Satisfaction Level

The study also took into consideration the teachers' job satisfaction among the respondents. The mean score obtained through the research questionnaire was 3.81. In reference to this interpretation where the mean scores 1.00 - 1.89 = Very Low, 1.90 - 2.69 = Low, 2.70 - 3.49 = Moderate, 3.50 - 4.29 = High, and 4.30 - 5.00 = Very High; the score of 3.81 indicates a generally high level of satisfaction among the respondent. This result can be taken to mean that the respondents feel that they have a highly

positive emotional work values response to their individual experiences when doing a job and present at work as provincial paid teachers of the Borongan City Division (Basu Mallick, 2021; Laurenio Jr & Cabal, 2023).

Among the 66 items describing aspects of teacher job satisfaction, the lowest mean score of 1.8 was obtained in the aspect of their colleagues being unreasonable to them, while the highest mean score of 4.78 was obtained in the aspect of teaching and its ability to provide the opportunity to help their students learn.

Table 6. Job Satisfaction level of respondents

Statements	Mean Scores	Interpretation
Teaching provides me with an opportunity to advance professionally.	4.67	Very high level
Teacher income is adequate for normal expenses.	3.1	Moderate level
Teaching provides an opportunity to use a variety of skills.	4.77	Very high level
Insufficient income keeps me from living the way I want to live.	3.05	Moderate level
My immediate supervisor turns one teacher against another.	3.94	High level
No one tells me that I am a good teacher.	3.78	High level
The work of a teacher consists of routine activities.	4.56	Very high level

Statements	Mean Scores	Interpretation
I am not getting ahead in my present teaching position.	3.33	Moderate level
Working conditions in my school can be improved.	1.83	Low level
I receive recognition from my immediate supervisor.	3.44	High level
I do not have the freedom to make my own decisions.	4.08	High level
My immediate supervisor offers suggestions to improve my teaching.	4	High level
Teaching provides for a secure future.	4.2	High level
I receive full recognition for my successful teaching.	3.78	High level
I get along well with my colleagues.	4	High level
The administration in my school does not clearly define its policies.	4.08	High level
My immediate supervisor gives me assistance when I need help.	4.4	Very high level
Working conditions in my school are comfortable.	4.2	High level
Teaching provides me the opportunity to help my students learn.	4.78	Very high level
I like the people with whom I work.	4	High level
Teaching provides limited opportunities for advancement.	3.1	Moderate level
My students respect me as a teacher.	4.4	High level
I am afraid of losing my teaching job.	1.97	Low level
My immediate supervisor does not back me up.	4.25	Very high level
Teaching is very interesting work.	4.56	Very high
Working conditions in my school could not be worse.	2.86	Moderate
Teaching discourages originality.	4.03	High
The administration in my school communicates well its policies well.	4.27	Very high
I never feel secure in my teaching job.	4.19	High
Teaching does not provide me the chance to develop new methods.	4.4	High
My immediate supervisor treats everyone equitably.	4.2	High
My colleagues stimulate me to do better work.	3.7	High
Teaching provides an opportunity for promotion.	3.78	High
I am responsible for planning my daily lessons.	3.8	High
Physical surroundings in my school are unpleasant.	4.14	High
I am well paid in proportion to my ability.	3.3	Moderate
My colleagues are highly critical of one another.	2.8	Moderate
I do have responsibility for my teaching.	3.9	High
My colleagues provide me with suggestions or feedback about my teaching.	3.67	High
My immediate supervisor provides assistance for improving instruction.	4.3	Very high
I do not get cooperation from the people I work with.	4.1	High
Teaching encourages me to be creative.	4.3	Very high
My immediate supervisor is not willing to listen to suggestions.	4	High
Teacher income is barely enough to live on.	2.8	Moderate
I am indifferent toward teaching.	1.4	Very Low
The work of a teacher is very pleasant.	3.7	High

Statements	Mean Scores	Interpretation
I receive too many meaningless instructions from my immediate supervisor.	3.6	High
I dislike the people with whom I work with.	3.9	High
I receive too little recognition.	3.67	High
Teaching provides a good opportunity for advancement.	4.2	High
My interests are similar to those of my colleagues.	3.8	High
I am not responsible for my actions.	4.3	Very high
My immediate supervisor makes available the material I need to do my best.	4.1	High
I have made lasting friendships among my colleagues.	3.9	High
Working conditions in my school are good.	4.2	High
My immediate supervisor makes me feel uncomfortable.	4.3	Very high
Teacher income is less than I deserve.	3.1	Moderate
I try to be aware of the policies of my school.	3.8	High
When I teach a good lesson, my immediate supervisor notices.	3.7	High
My immediate supervisor explains what is expected of me.	4.2	High
Teaching provides me with financial security.	3.4	Very High
My immediate supervisor praises good teaching.	4.2	High
I am not interested in the policies of my school.	4.1	High
I get along well with my students.	4.2	High
Pay compares with similar job in other school districts.	3.1	Moderate
My colleagues seem unreasonable to me.	1.8	Very low
3.81	High	

The research endeavored to determine whether the personality traits have significant relationship with teacher job satisfaction. The data was tested through correlation design, utilizing Spearman Rho Coefficient of Correlation to determine the correlation between the independent and dependent variables of the study. All tests of correlation were set at $\alpha=0.05$ level of significance.

Analysis of data revealed that among the five personality traits taken into account in the study, only conscientiousness was statistically proven to have very strong positive relationship with teacher job satisfaction, as evidenced by the Spearman Rho Coefficient of 0.9783. From this result, it can be deduced that an increase in the level of conscientiousness results to a higher teacher job satisfaction. This result is supported by the findings of Hsieh (2013) which found that conscientiousness showed to be significantly associated with employee job satisfaction.

Agreeableness and extroversion were both found to have strong positive correlation with teacher job satisfaction. These findings were established based on the Spearman Rho Coefficients of 0.6976 and 0.6237, respectively. This can be taken to mean that agreeableness and extroversion have direct, strong association with teacher job satisfaction. This result further indicates that agreeableness and extroversion have strong connection to teacher job satisfaction. Likewise, the study of Clarete et al., (2023) conclude that the personality traits have a significant relationship towards the behavior of the person like entrepreneurial job satisfaction.

In view of these results, the null hypothesis stating that there is no significant relationship between job satisfaction and personality traits of respondents, specifically in terms with conscientiousness, agreeableness and extroversion; is rejected.

Table 7. Correlation coefficient between teacher job satisfaction and personality traits

Independent Variables (Personality Traits)	Dependent Variable	Spearman Rho Coefficient of Correlation	Interpretation
Openness to new experiences	Teacher Job Satisfaction	0.2147	Weak correlation
Conscientiousness		0.9783	Very strong correlation
Extroversion		0.6237	Strong correlation
Agreeableness		0.6976	Strong correlation
Neuroticism		0.06621	Negligible correlation

Correlation analysis set at $\alpha=0.05$ level of significance.

Summary of Findings

This study aimed to describe the personality traits of the respondents based on the Big Five personality traits, specifically openness to new experiences, conscientiousness, extroversion, agreeableness, and neuroticism and further explore their relationship to the teacher job satisfaction level among provincial paid teachers of the Borongan City Schools Division from 2021-2024. The study also wanted to determine whether significant relationship existed between specific personality traits and job satisfaction, and the correlation analysis tool employed is Spearman's Rank Correlation Coefficient or Spearman's Rho.

Through the analysis of the gathered data, important findings were revealed. It was found that conscientiousness has a very strong positive relationship with teacher job satisfaction, and that agreeableness and extroversion were both found to have strong positive correlation with teacher job satisfaction. These findings reject the null hypothesis that stated that there is no significant relationship between job satisfaction and personality traits of respondents, specifically: agreeableness, conscientiousness, extroversion, openness, and neuroticism.

Conclusion

Based on the findings of the study, the following conclusions are drawn:

The respondents have the following levels of personality traits:

1. Respondents possess a generally average sense of receptiveness to new ideas, intellectual curiosity and creative imagination; have a high sense of thoughtfulness, good impulse control, and display strong goal-directed behaviors; an average sense of excitability, sociability, and talkativeness; a

highly motivated to establish interpersonal relationships, highly courteous, sympathetic, tender-hearted and kind, and are in possession of a strong ability to consider the needs of others ahead of that of oneself; have a moderate tendency towards negative emotions such as experiences like feeling anxious and depressed, anger, anxiety, self-consciousness, irritability, emotional instability, and depression and moderately likely to have adverse response to environmental stress, view regular circumstances as threatening, and become moderately frustrated and moderately overwhelmed.

2. They have a highly positive emotional response to their individual experiences when doing his/her job or when he/she is present at work as provincial paid teachers of the Borongan City Division.
3. Conscientiousness was found to have very strong positive correlation with teacher job satisfaction, agreeableness and extroversion have strong positive correlation with teacher job satisfaction, openness to new experiences has weak positive correlation with teacher job satisfaction, while neuroticism have negligible correlation with teacher job satisfaction.

Recommendations

The following recommendations are drawn based on the conclusions of the study:

1. Provincial paid teachers are encouraged to continually develop their traits that reflect conscientiousness such as thoughtfulness, good impulse control, and display strong goal-directed behaviors as these traits were found to be strongly associated with teacher job satisfaction.

2. Teacher selection and hiring personnel are recommended to take into consideration personality traits, primarily conscientiousness, agreeableness and extroversion because they are strongly associated with teacher job satisfaction.
3. School administrators are recommended to consider designing personality traits development training workshops to enhance conscientiousness, agreeableness and extroversion among teachers so that, as a consequence, teacher job satisfaction can be enhanced.
4. Future researchers are encouraged to conduct studies using the findings of this research as baseline in order to further broaden these particular field of knowledge.

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