

PROJECT CATHERINE: CHARACTERISTICS ASSESSMENT OF TEACHERS IN HIGHER EDUCATION INSTITUTION INTEGRATED WITH NORMATIVE EVALUATION: BASIS FOR A HOLISTIC FACULTY DEVELOPMENT PROGRAM

Mobo, Catherine M.

Master of Arts in Education major in Educational Management Graduate School
President Ramon Magsaysay University
Olongapo City, Philippines
mobo.catherine@gordoncollege.edu.ph

Bacani, Mary Rhovian B.

Master of Arts in Education major in Educational Management Graduate School
President Ramon Magsaysay University
Olongapo City, Philippines

Abstract: *Personality is a significant predictor of effective teaching. This research study explored how personality plays a role in the way teachers are rated on their being effective in teaching. It has investigated the aspects of teachers' personality characteristics in correlation with the teaching competence that they project using Normative evaluation which served as the basis for an appropriate faculty development plan.*

The study was conducted among Gordon College instructors in Olongapo City employed during Academic Year 2022-2023. This study has employed a descriptive research method with the survey questionnaire as the research instrument. The researcher used the MBTI personality Test or the Myers Briggs Type Indicator by Katharine C. Briggs & Isabel Briggs Myers as research instruments. The Normative evaluation was derived from Faculty Evaluation ratings for the Academic year 2022-2023. The statistical treatment of this study utilized descriptive and inferential statistical tools.

Study Findings revealed that the Top 3 MBTI preferences – PROTAGONISTS, ARCHITECT and DEFENDER belong to the Best-performing teacher-respondents rated by the students of Gordon College, in contrast to the most perceived personality type of the respondents which is LOGISTICIAN which garnered a 3.14 rating or the lowest rank of 19.5. Teachers have different perceptions in their personality type as affected by the highest educational attainment that they achieved. Teachers have different perceptions in their normative rank as affected by their age. There is no significant difference on the perceived personality type of teacher-respondents when grouped according to sex and highest educational attainment. However, there is a statistically significant difference when it comes to age.

The researcher arrived at the conclusion that there is a significant relationship between the teacher-respondents' perceived personality and their ranks in the normative evaluation results. However, there was a statistically significant weak positive correlation between the perceived personality (MBTI) of the teacher-respondents and their performances based on ranks in the normative evaluation results.

Keywords: *personality; teaching competence; normative evaluation; faculty development plan; MBTI preferences*

1. INTRODUCTION

Personality describes the unique patterns of thoughts, feelings, and behaviors that distinguish a person from others. A product of both biology and environment which remains fairly consistent throughout life (Cherry, 2023). Everyone's personality is unique, and knowing what makes about it can lead to more life satisfaction, better life choices, and overall success in both personal and professional spheres (Karimova, 2018). Without a clear idea of one's preferences, making the

right choice can be extremely difficult and confusing. While personality is easier to spot, it's largely static and slow to evolve. For instance, an individual who might have a shy personality can learn to switch their attitude toward public speaking when stepping into the role of a teacher. The new social and external demands lead to an internal shift that changes their demeanor. Due to immense variations in personality, it is difficult to divide people neatly into different classifications. Instead, assessing individuals by the most common personality traits can empower us to deduce a

person's behavior by looking at the average of their choices (Pappas, 2017).

The personality of the teacher cannot be separated from the teaching and the thinking. A teacher's behavior reflects his personality. There are numerous studies showing that personality is a significant predictor of effective teaching. Personality plays a role in the way teachers are rated on their being effective in teaching. In terms of personality characteristics that influence teaching effectiveness, it is observable that the behavior attributed to good teaching corresponds with certain personal characteristics such as being kind, appreciative, friendly, approachable, warm, and inspiring. Personality influences the behavior of the teacher in diverse ways and students learn from a teacher's personality even if there is no formal interaction between student and teacher (Chimezie, 2020). Hence, it can be deduced from all of this research that a teacher's personality, whether it is agreeable, conscientious, or extroverted is more likely to contribute to the success of the students in the classroom. (Deng, et.al., 2020).

The measurement of teaching effectiveness according to Layne (2012) is based on two criteria. First is the selection of a good teaching method and second is the suitability of the teaching method with the personality. In a study "The Relationship Between Personality Traits, Resilience, School Support, and Creative Teaching in Higher School Physical Education Teachers" it was found that the four personality traits of physical education teachers have a positive impact on their creative teaching. It is recommended that when recruiting teachers or constructing innovative teaching teams, schools should consider the teachers' qualifications and teaching level and also pay more attention to understanding the personality traits of teachers to estimate their role in the future. (Deng, et.al, 2020).

Hence, the researcher studied how the personality characteristics of a teacher correlate with the teaching competence that they project in Gordon College in terms of the normative evaluation to serve as the basis for an appropriate faculty development plan.

2. REVIEW OF RELATED LITERATURE

Some educators emphasize the idea that schools should be child-centered, but probably none will question the statement that the success of our educational endeavors depends, to a very great extent, on the teachers who are responsible for implementing the educational programs. To be a teacher is to be a member of a special profession. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty, and flexibility as a person. Teachers are the models in the classroom whose attitudes are imitated by the students consciously or unconsciously (Bayani, 2016).

2.1 Teacher's Personality and Its Impact on Successful Teaching and Learning

Having an engaging personality is key to teaching success. Aside from gauging student interest, it enables teachers to connect with their pupils and think of innovative ways in which to explain different subject matters and ensure students understand what is being taught. With a bright personality comes enthusiasm and creativity, which are both key to captivating student interest and respect (Pugh, 2018). From recent findings, it was concluded that teachers who are always patient in the classroom, open to learners while teaching, organized and arrange their lesson systematically for learners to succeed, not shy but talkative while teaching, show love and care while teaching, always calm and confident while teaching, shows courage and hardworking for learners to succeed, cooperative and pleasant, supportive to learners and attract attention and interests of learners while teaching. It was also concluded that students in the Kicukiro district demonstrate higher academic performance in terms of students' transition rate, completion of the class assignment, students' enrollment, students' grades, and students' participation (Mukamazimpaka et al., 2022). On the other hand, a teacher or educator is also a sensitive individual, so he often touches other humans. Therefore, often personal problems between teachers are feelings of offense towards others either because of wrong words or mispronunciation. To overcome this, a teacher must have a good personality. A good personality is very important for a teacher. A good personality will be a teacher's capital to interact and relate to other humans. There are personality relationships, teacher interpersonal relationships, performance, and professionalism in the learning process because few or many teachers who are having problems will affect the task they are doing. Of course, this becomes a challenge and a reminder for teachers that they must be able to distinguish between personal and work matters, this is where the professionalism of the teacher is emphasized (Sukawati et al, 2020a). Teachers should not sacrifice their students because they do not focus on teaching due to problems that may be due to deteriorating personal relationships between teachers. Because the teacher is one of the keys to the success of students in achieving their achievements and aspirations thanks to the learning provided, the teacher is required to always be professional and prime in providing learning both inside and outside the classroom. Teachers are required to be able to create a pleasant and conducive learning atmosphere for students so that they can receive learning very well. Of course, it starts with the teacher's personality first, when pursuing a teacher, he must always be professional and focus only on learning (Sukawati et al, 2020b).

2.2 Personality Traits and Preferences

Psychologists define personality as individual differences in the way people tend to think, feel, and behave. There are many ways to measure personality, but psychologists have mostly given up on trying to divide humanity neatly into types. Instead, they focus on personality traits.

The Big Five The most widely accepted of these traits are the Big Five: · Openness · Conscientiousness · Extraversion · Agreeableness · Neuroticism Conveniently, you can remember these traits with the handy OCEAN mnemonic (or, if you prefer, CANOE works, too). Many modern and traditional studies in psychology point to 5 basic dimensions of personality. Evidence of this theory has grown over the years with the principle theory emerging in 1949. The five broad personality traits described by the theory are extraversion (also often spelled extroversion), agreeableness, openness, conscientiousness, and neuroticism (Darby, 2023). The Big Five are the ingredients that make up each individual's personality. A person might have a dash of openness, a lot of conscientiousness, an average amount of extraversion, plenty of agreeableness, and almost no neuroticism at all. Or someone could be disagreeable, neurotic, introverted, conscientious, and hardly open at all.

Myers-Briggs Type Indicator (MBTI). The Myers-Briggs Type Indicator (MBTI) is an introspective, self-report evaluation that identifies a person's personality type and psychological preferences (Simkus, 2023). Our personality traits in this study are combinations of the four dimensions from 16 possible types that are: extraversion-introversion, sensing-intuition, thinking-feeling, and judging-perceiving. These types are not fixed or static personality traits; rather, they represent preferences. Depending upon the time, development, and situation, one can shift his or her relative position on the four bipolar dimensions of the MBTI, although in general our preferences remain fairly stable. The extraversion-introversion (E-I) dimension refers to preferred modes of relating to the external world. Extraverts (E) tend to be action-oriented, sociable, sometimes impulsive individuals who are more interested in the outer world of people and experiences; introverts (I) tend to be contemplative, detached individuals who are more interested in the inner world of thoughts and ideas. The sensing-intuition (S-N) dimension refers to how individuals prefer to take in and process information. Sensing (S) refers to a preference for working with known facts, and individuals with this preference tend to be practical realists; intuition (N) refers to a preference for the abstract and symbolic, a predisposition for seeking relationships and possibilities. On the thinking-feeling (T-F) dimension, thinking (T) types prefer a logical, impersonal, analytical style of decision-making while feeling (F) types prefer a subjective, interpersonal style of decision-making, considering values, aesthetics, and personal implications. Finally, the judging-perceiving (J-P) dimension refers to preferences for either a decisive, planned, orderly, systematic approach (judging; J)

or a more flexible, adaptable, and spontaneous style (perceiving; P) (Myers, I. & Briggs, K. 1944).

2.3 MBTI and the 16 Personalities (explained by 16personalities.com)

The Role layer determines our goals, interests, and preferred activities. There are four roles:

1. Analysts (Intuitive and Thinking [_NT_] types, both Assertive and Turbulent variants) (ARCHITECT, LOGICIAN, COMMANDER, DEBATER)

These personality types embrace rationality and impartiality, excelling in intellectual debates and scientific or technological fields. They are fiercely independent, open-minded, strong-willed and imaginative, approaching many things from a utilitarian perspective and being far more interested in what works than what satisfies everybody. These traits make Analysts excellent strategic thinkers, but also cause difficulties when it comes to social or romantic pursuits.

2. Diplomats (Intuitive and Feeling [_NF_] types, both Assertive and Turbulent variants) (ADVOCATE, MEDIATOR, PROTAGONIST, CAMPAIGNER)

Diplomats focus on empathy and cooperation, shining in diplomacy and counselling. People belonging to this type group are cooperative and imaginative, often playing the role of harmonizers in their workplace or social circles. These traits make Diplomats warm, empathic and influential individuals, but also cause issues when there is a need to rely exclusively on cold rationality or make difficult decisions.

3. Sentinels (Observant and Judging [_SJ_] types, both Assertive and Turbulent variants) (LOGISTICIAN, DEFENDER, EXECUTIVE, CONSUL)

Sentinels are cooperative and highly practical, embracing and creating order, security and stability wherever they go. People belonging to one of these types tend to be hard working, meticulous and traditional, and excel in logistical or administrative fields, especially those that rely on clear hierarchies and rules. These personality types stick to their plans and do not shy away from difficult tasks – however, they can also be very inflexible and reluctant to accept different points of view.

4. Explorers (Observant and Prospecting [_SP_] types, both Assertive and Turbulent variants) (VIRTUOSO, ADVENTURER, ENTREPRENEUR, ENTERTAINER)

These types are the most spontaneous of all and they also share the ability to connect with their surroundings in a way that is beyond reach of other types. Explorers are utilitarian and practical, shining in situations that require quick reaction and ability to think on your feet. They are masters of tools and techniques, using them in many different ways – ranging from mastering physical tools to convincing other people. Unsurprisingly, these personality types are irreplaceable in crises, crafts and sales – however, their traits can also push them towards undertaking risky endeavors or focusing solely on sensual pleasures.

2.4 Relationship Between Teacher Characteristics and Students' Academic Performance

A study on the effects of teacher characteristics and attitudes on student achievement in the KCSE economics examination was conducted by Kurgat and Gordon (2014). The findings of their study revealed that teachers have a positive attitude towards the subject thus poor performance could be attributed to other factors than teacher attitudes. According to Muzammil (2022), Effective behavior produces the requisite results. Behavior is an action, which is different at different times. There are three types of behavior, thinking, feeling, and doing. Mostly behavior is also known as cognitive, affective, and psychomotor. Cognitive behavior involves the learner in the thinking process, remembering, evaluating, and problem-solving. Affective behavior values the learner's feelings and attitudes. Psychomotor behaviors are those involving the learner, in some kind of muscular activity. How the teacher allocates time to spend on academic content affects student achievement. Good classroom management is a skill that can lead to high student achievement (Muzammil, 2022). It involves planning effectively, establishing rules that are reasonable and not excessive in number, and arranging the classroom so that instruction goes smoothly. Skills that are necessary for maintaining a well-managed classroom include group alerting, wittiness, overlapping, using the principle of least intervention, and creating smooth transitions. A positive classroom environment is one in which students feel comfortable and are motivated to learn. Teachers who build positive relationships with their students are more likely to influence their drive to learn (Ferlazzo, 2015). Building trust in a relationship takes time. Teachers should take time to know their students and their interests (Theobald, 2006). Satisfaction of individuals' basic need for relationships promotes intrinsic behavior that can lead to students' motivation to learn (Schuitema et al., 2016). Building relationships with students can be difficult; however, being positive and encouraging can contribute to students' intrinsic motivation (Ferlazzo, 2015; Theobald, 2006). The early establishment of a willingness to work with students one on one can build the nature of the teacher-student relationship (Stearns, 2013).

A study on the relationship that exists between teachers' characteristics as correlates of students' academic performance among secondary school students in the Saki-west local government area of Oyo State was carried out by Fehintola (2014). The findings of the study showed a significant relative contribution between teachers' characteristics to the academic performance of the participants. Ojo (2017) carried out a study on teachers' instructional communication abilities as correlates of students' academic performance in secondary schools in Egbeda Local Government Area of Oyo State. The findings of the study showed that there was a significant relationship between teachers' instructional communication abilities and students' academic performance in secondary schools. The gap identified by the researcher is that earlier studies did not focus altogether on the two variables of this study. Another noticeable gap that warranted this study is that the locale or area of study of this present study differs considerably from the earlier studies. The relationship between personality types and work engagement has been discussed in a few studies. Work engagement is considered an essential element that influences job performance (Ismail Gulamali, 2017). Ongore (2014) stated that university instructors' personality traits are significantly correlated with their work engagement. His study revealed that extroverted, agreeable, and conscientious instructors have higher levels of cognitive and emotional engagement. He maintained that affable instructors, seeking experience, are more inclined to have job engagement. He argued that teachers' openness to experience has changed teachers' working life. Nayyar et al. (2013) underscored the importance of "extraversion," "agreeableness," "conscientiousness," and "openness to experience" in affecting teachers' work engagement. Rezaei et al. (2019) demonstrated that experienced teachers are inclined to have higher levels of ambiguity tolerance. They maintained that less ambiguity-tolerant novice teachers are less engaged in classrooms. Li et al. (2017) study revealed that initiative EFL teachers are more engaged in their classes. They also found that conscientious teachers have a tendency to be engaged in their classrooms. Perera et al. (2018) investigated the relationship between teachers' personality types, job satisfaction, self-efficacy, and work engagement. They found out that excitable teachers have lower levels of work engagement. They argued that excitable EFL teachers have higher levels of extraversion related to high levels of work engagement. However, these teachers have conscientiousness and higher neuroticism and agreeableness, which are harmful to work engagement. They also argued that excitable and compliant teachers are inclined to do the tasks in EFL educational contexts.

2.5 Impact of Effective Teaching on Students' Lives

How does one become the kind of effective teacher that truly makes a difference in the lives of students? What is an effective teacher? What does an effective teacher do? What and how does the effective teacher think? Answers to these

questions are found in the work of developmental psychologists Jean Piaget, Lawrence Kohlberg, and Thomas Lickona, as well as the professionals who worked to implement their theories into the classroom. All developmental psychologists agree that effective teachers encourage. Through consistent use of positive words, actions, and facial expressions teachers provide students the hope to keep striving to learn and grow. They also agree effective teachers ask probing questions to challenge the accuracy and completeness of thinking in a way that moves students toward their ultimate goal. All the developmental psychologists show that one of the most important intellectual traits of effective teachers is to be life-long learners and role models for learning. They are as much street smart, as they are book smart. These teachers know their students, the school, and the community in which they are teaching, and use this knowledge to uniquely approach each student and head off, or solve problems, in the classroom. They spend time with students outside of the classroom in settings that enable them to learn about their students' passions, their dreams, and what they face each day to get to school. Their joy for learning is shown in their actions. Those teachers who model high expectations for themselves tend to get the same from their students. (Gordon.edu)

A study in Pakistan in 2018 attempts to explore higher education students' perceptions of proficient teachers, which is of importance to them in their learning. Since no effective system of teacher evaluation was in place in Pakistan until recently to distinguish between good and poor teachers, research shows that poor teaching quality is pervasive in higher education institutions in the country. To bring closure to the discussion on good and poor teaching in terms of actual and desirable personality and ability traits of teachers, Pakistani higher education students were quite clear about the characteristics their teachers possessed. The traits of good teachers were well represented in student views as being interactive, having a good attitude, being accessible, possessing knowledge of the subject, having the ability to deliver, possessing good communication skills and adequate knowledge, having the ability to motivate, having respect for students and demonstrating good presentation and research skills (Ibad, 2018a). However, regarding bad teachers, students expressed their views abundantly as in lack of ability to bring knowledge to the level of students, poor presentation skills, inability to develop an interest in the subject, lack of clear objectives, and low emotional quotient. Student perceptions are based on real experiences and match researcher outcomes as found in the literature. The students in this study were both confident and competent in giving their judgments. As regards the research question, it appears that although several features of good teaching are evident, many are indicators of poor teaching and the literature review supports students' views as a credible source of determining teacher performance and endorsing classification of teaching traits according to personality and ability dimensions. Thus, there is a strong need for the professional development of

faculty if academic programs are to succeed and achieve their objectives (Ibad, 2018b).

2.6 Relationship Between Teacher Personality and Teacher Effectiveness

Previous studies have examined the associations between teacher factors (including teacher personality) and teacher effectiveness and teacher burnout to various degrees. Some of the most notable teacher effectiveness findings are those from Hattie, who updated his original meta-analysis of meta-analyses to list over 250 factors that impact student academic achievement. These factors are categorized into seven sources of impact: (a) teaching (teaching/instruction strategies, student learning strategies, and implementation methods), (b) teacher, (c) student, (d) school, (e) home, (f) curricula, and (g) classroom. The teacher source is further divided into teacher attributes, teacher-student interactions, and teacher education. Klassen and Tze (2014) also conducted a meta-analysis between teacher personality and teacher effectiveness and found a small but significant relationship ($r = .08$, $p < .05$). However, like Hattie, they also considered teacher personality as a unidimensional construct, which is not in line with dominant personality theories, including the Big Five framework.

In the study, A Meta-Analysis of the Effects of Teacher Personality on Teacher Effectiveness and Burnout by Kim, et al. (2019) They said that meta-analysis was a cross-sectional analysis, whereby the correlation between teacher personality and an outcome measure given at a certain time was examined. However, some researchers found that teacher effects carry over time, including the likelihood of students dropping out, taking SATs, intending to go to college, attending higher-ranked colleges, earning higher salaries, living in higher SES neighborhoods, and having more retirement savings (Chetty et al. 2011; Judge et al. 2013). Given the limited number of studies in our meta-analysis, such an examination could not be undertaken. However, future studies on teacher personality should consider examining both the immediate and the long-term effects of a teacher's personality on students' education and job-related outcomes. A teacher's personality can also influence how well students learn (Mary, 2022). Such personality is important because it can create a positive or negative classroom environment. The field of teacher personality is expanding, and the potential implications of such research are exciting. Future academic endeavors in the area of teacher personality would not only be relevant and beneficial to students but also to teachers and the education system as a whole (Kim et al, 2019).

A recent study by Alrishan et al. (2023) aims to identify the impact of the teacher's personality on the motivation of learning English among government school students in the city of Abha, Saudi Arabia. The results of the study showed that English language teachers have personal characteristics that qualify them to teach in high government schools, with an average of (3.6918), which is considered a highly - approved degree, and that students have the motivation to learn English with an average of (3.7828), which means they

scored a high degree of approval. The results also showed the effect of the teacher's personality on the motivation of students towards learning English. The results also showed that it is possible to predict the motivation of learning English through the teacher's personality.

Teachers who have a good personality will form a good personality for the students as well. Because teachers have a role as role models for their students. The personality that a teacher should not have is arrogance. An immoral person in this case is a person who does not have ethics and does not obey the rules. Overall, a teacher should not have a personality that can harm himself and others. The teacher in addressing differences is to create tolerance and mutual respect. The thing that can be done is to speak kind words and be as smooth as possible, not to say sarcasm that offends other people. Every teacher must respect each other, but still in the corridor, because of the various limitations. A harmonious personal-teacher relationship should be created by the teachers in a school. The way this can be done is by developing positive values and removing and burying negative values. This is done to foster a healthy soul. A healthy spirit will also create a healthy personality so that it can create a healthy environment too (Alrishan et al. 2023).

Little research has been conducted into how consistent teachers' performance is across different measures of effectiveness (Harris & Sass, 2014), and what research has been conducted suggests the relationships between different measures of teachers' effectiveness are relatively weak (Harris et al., 2014). For example, teachers who are successful in increasing students' value-added scores tend not to be the same teachers who are successful in enhancing students' noncognitive skills, and vice versa (Blazar & Kraft, 2017; Gershenson, 2016). The multidimensional nature of teachers' performance, in addition to the complex interrelations among its components, means that any predictor of teachers' effectiveness can only be properly evaluated when its association with the many different aspects of teachers' performance is taken into account; some personality traits may be related to one element of effectiveness (e.g., absenteeism, increasing students' noncognitive skills) but not others (e.g., retention, value-added). Further, some traits could be positively related to one aspect of teachers' performance but negatively related to a second. Consequently, a comprehensive review of the literature examining the association between teachers' personality traits and their effectiveness necessitates taking into account both the full scope of teachers' performance and a broad range of personality traits. (Kell, 2019a) Cheng and Zamarro (2016) attributed the lack of findings to the fact that data about teachers' personality characteristics are usually simply not collected, making conducting even retrospective analyses difficult. Despite the critical importance of the problem and a half-century of prodigious research effort, very little is known for certain about the nature and measurement of teacher personality, or about the relation between teacher personality and teaching effectiveness. The regrettable fact is

that many of the studies so far have not produced significant results. Many others have produced only pedestrian findings. (Kell, 2019b) In the teaching profession, Klassen et al. (2017) identified that organization and planning were important personal characteristics for effective teachers. This group of characteristics captured one's ability to manage competing priorities and their time and display general organization skills, which are conceptually very similar to elements of conscientiousness, thus indicating that conscientiousness may also be an important predictor of teacher effectiveness. A teacher must understand the professional competence possessed by the teacher. Every professional teacher must meet the requirements of a responsible human being in the field of education. Responsible in this case carrying out his job as a teacher who inherits the values and norms of his students. In the scope of personal relationships between teachers, a teacher must be able to place himself. If the teacher has problems with other educators, the teacher must immediately solve the problem so that it does not interfere with his duties in the learning process (Sukawati et al, 202c). Another research conducted by Adrales et al., (2019) revealed that behavior, competence, teaching strategies, and communication skills of the teacher's personality have an impact on the student's performance. The teacher's strategy includes developing higher-order thinking skills through the art of evaluating students and using communication skills when explaining the topic with clarity or clearness. The common problem encountered by the respondents with their teachers as advisers and classroom managers is being biased. A crafted guide to improving the academic performance of the students through the help of the teacher's personality. Teachers should attend seminars, quality circles, practicum, workshops, and other educational aids to improve their mastery of knowledge and personality. They should also develop a positive personality towards their students. The teacher's strategy should be improved to encourage each student to showcase their full potential in their academic performance. Also, students should exert more effort in their academics (Adrales et al., 2019).

2.7 Teaching Effectiveness and Student Feedback

Research has validated the widespread belief that effective teaching matters. But what does effective teaching look like? And how can we measure it? Education practitioners, policymakers, and researchers have suggested a wide range of methods. Many of these have been incorporated into teacher feedback and evaluation systems (Schweig, 2019a). The three most widely used measures in the United States are structured classroom observations, teacher contributions to student achievement growth, and student perceptions of teacher effectiveness and classroom instructional climate. According to the National Council on Teacher Quality, as of 2019, 44 states require classroom observations, 33 require measures of student achievement growth, and seven require student surveys as components of teacher feedback and evaluation systems. An additional 24 states permit the use of student

surveys in teacher evaluation. Many other possible measures require more research attention (Schweig, 2019b).

Teaching effectiveness can also be inferred from tests of teachers' knowledge or skills; teachers' participation in professional development, committees, or mentoring; instructional artifacts, including lesson plans and assignments; teacher self-reporting, including instructional logs; and input provided by parents, peers, or administrators. However, these measures have not been as thoroughly examined by researchers as test-based and observation methods. Because of this, they are less frequently incorporated into teacher evaluation systems. Deciding between methods for measuring teacher effectiveness requires trade-offs in terms of accuracy, precision, implementation challenges, and scalability. Each provides a different perspective on teaching—for example, test scores tell us something about the outcomes attained by students in a teacher's class but do not tell us whether students enjoy being in class or whether teachers' instructional practices are aligned with district guidelines. Student surveys and classroom observations, respectively, can shed light on those topics. No single method provides a complete picture of a teacher's effectiveness; fair, accurate, and actionable appraisals of teaching quality depend on having information from multiple, complementary sources of information (Schweig, 2019c).

2.8 Normative Evaluation in Assessing Teaching Performance

Normative generally means relating to an evaluative standard. (handwiki.org) Normativity is the phenomenon in human societies of designating some actions or outcomes as good or desirable or permissible and others as bad or undesirable or impermissible. A norm in this normative sense means a standard for evaluating or making judgments about behavior or outcomes. Normative is sometimes also used, somewhat confusingly, to mean relating to a descriptive standard: doing what is normally done or what most others are expected to do in practice. In this sense a norm is not evaluative, a basis for judging behavior or outcomes; it is simply a fact or observation about behavior or outcomes, without judgment. Many researchers in science, law, and philosophy try to restrict the use of the term normative to the evaluative sense and refer to the description of behavior and outcomes as positive, descriptive, predictive, or empirical. Normative has specialized meanings in different academic disciplines such as philosophy, social sciences, and law. In most contexts, normative means 'relating to an evaluation or value judgment.' Normative propositions tend to evaluate some object or some course of action. Normative content differs from descriptive content. One of the major developments in analytic philosophy has seen the reach of normativity spread to virtually all corners of the field, from ethics and the philosophy of action to epistemology, metaphysics, and the philosophy of science. Saul Kripke famously showed that rules (including mathematical rules,

such as the repetition of a decimal pattern) are normative in an important respect. Though philosophers disagree about how normativity should be understood, it has become increasingly common to understand normative claims as claims about reasons. The normative evaluation consists of an assessment technique where the quality of an individual's performance is defined based on the comparison to the performance of others who took the same test. When using this technique, each participant's score is interpreted considering the average score of the group, meaning that every individual will be ranked in a position above, below, or equal to the average level. Knowing that the average score on the test is 50, he can now select the students whose score is above average and have a better chance at winning the contest. When making a normative evaluation, it is usual for the results to be presented in a percentile ranking or to be plotted on a bell curve (AlleyDog.com, 2023)

2.9 Faculty Development Program

Faculty development has become a priority at many academic institutions as a way to improve the quality of academic programs and to respond to emerging faculty, student, program, and industry needs. To create effective faculty development programs, it's important to get the faculty members' perspectives on what is actually needed. Without this input and the opportunity for faculty to collaborate and engage in growth and dialogue around common topics of interest, the essence of faculty development is lost. The essence of faculty development is not in the quantity of activities but in open dialogue, the celebration of successes, and the analysis of the failures in learning processes to improve future development activities (Shahid, 2013).

According to Bilal, et. al (2019), the systematic review and meta-analysis emphatically endorse the effectiveness and positive impact of Faculty Development Programs (FDPs) in healthcare institutions. FDPs have been shown to foster the teaching, assessing, research, leadership, and administrative skills of medical and allied health faculty. However, there is not a unified and standard faculty educational framework, but the programs can be structured and tailored to match the desired goals and educational needs. Such programs demand resources, budget, administrative efforts, and support, space, and commitment. Although institutions practice such programs, however, a well-structured theoretical framework that can be incorporated across institutions is not available. The results of this meta-analysis urge educators in developing an educational framework that can precisely address the faculty needs and expertise. The key features of faculty development that equip educators with tools to teach and consolidate their core knowledge should be embedded within institutional support programs. Per se, a single model of FDP cannot be applied across all disciplines due to the varying dynamics of each subject. However, owing to the added value of this program, a useful approach can be employed by floating a

needs analysis survey. Such exercise will identify the needs and desired strands of FDP that will be then conveniently tailored to meet the defined goals.

3 METHODOLOGY

3.1 Research Design

Oso and Onen (2016) describe the research design as how the study plans to follow, the strategy, or the plan for directing the study. The study used the descriptive approach, which is defined as collecting data on several variables to determine whether there is a relationship between them and finding the value of that relationship and expressing it quantitatively through the so-called correlation factor, and knowing whether the resulting correlation is strong or has a statistical significance in this study.

The study was descriptive and quantitative by nature. The descriptive research method categorizes the facts and characteristics of a given population of participants factually and accurately. Results were sorted out, tallied and presented in percentage form. Appropriate tables and charts were utilized to present the data for each variable. This study has identified and assessed the current dynamics of the MBTI and Faculty Evaluation Rating of the respondents.

3.2 Respondents and Location

The study was conducted at Gordon College situated at Barangay East Tapinac, Olongapo City, Zambales. Convenience sampling was used and questionnaires were administered to the respondents with 20-25 minutes allotment to complete the questionnaire. The respondents were composed of 200 Gordon College teaching personnel who are currently employed as Full-time or Part-time instructors and have served the Academic Year 2022-2023. The respondents were a composition of 102 males and 94 females. The respondents' data were under the protection of the Data Privacy Act adhering to Gordon College School rules and data policy.

Table 1. Distribution of Respondents in Gordon College

College/ Department	Male		Female	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
CEAS	62	65.95	48	46.15
CBA	5	5.31	24	23.07
CCS	15	15.95	14	13.46
CAHS	12	12.76	18	17.30
Total:	94	100.00	104	100.00

Table 1 shows the distribution of respondents in Gordon College for SY 2023-2024. As can be seen from the table, there were 94 males and 104 females who came from various departments/ colleges in Gordon College.

3.3 Instrumentation

The survey questionnaire is composed of three parts. Part 1 identified the respondent's profile. Part 2 identified the faculty rating results of the respondents for the last two

semesters and Part 3 determined the Personality type of respondents using the MBTI test (which was also accomplished online by some).

The standardized survey instrument which was used in the study was the Myers-Briggs Type Inventory (MBTI). MBTI, which is formally known as the Myers-Briggs Type Indicator, is a personality inventory. The MBTI is the Myers-Briggs Type Indicator (MBTI) Personality Profiling based on Carl Jung's theory of personality type and was developed by the mother-daughter team of Katharine Briggs and Isabel Briggs Myers. Jung's Personality Types Carl Jung believed an individual's personality was made up of his or her preferences, or the way he or she chooses to do certain things. He theorized that four pairs of opposite preferences (shown in Figure 3) indicate how an individual: energizes (Extroversion v. Introversion), perceives information (Sensing v. Intuition), makes decisions (Thinking v. Feeling), and lives his life (Judging v. Perceiving). Four preferences—one from each pair—make up someone's personality type. This is indicated by the four letters that refer to each preference (note the letters in bold type above). There are 16 different personality types in all: ISTJ/ ISFJ/ INFJ/ INTJ/ ISTP /ISFP/ INFP/ INTP/ ESTP/ ESFP/ENFP/ENTP/ESTJ/ESFJ/ENFJ/ENTJ. Each personality type is unique. It is the combination of the four preferences that make you who you are, not the sum of them (Mckay, 2016 Career Planning Myers-Briggs Type Indicator (MBTI)).

Completing the test should only take 15 minutes or so. Respondents can complete it on paper or can use a web-based version located at 16personalities.com. The web-based version has several benefits: 1) Respondents do not have to score their results, as the web page does so for them, and 2) They will receive a detailed type report immediately after completing the web-based survey.



Figure 3: The Four MBTI Preferences and the Basic Definition of the Preference

3.4 Reliability and Validity of MBTI Instrument

Reliability looks at whether a test or questionnaire gives consistent results, in particular investigating whether it is

consistent over time (test-retest reliability), and whether the questions that measure each scale are consistent with each other (internal consistency reliability). By convention, a correlation of 0.7 is often taken as the minimum acceptable value for personality questionnaire scales. The following independent, peer-reviewed study confirms that the MBTI tool performs well on both of these measures:

Capraro and Capraro, 2002: Myers-Briggs Type Indicator Score Reliability Across Studies: a Meta-Analytic Reliability Generalization Study

The MBTI tool was submitted to a descriptive reliability generalization (RG) analysis to characterize the variability of measurement error in MBTI scores across administrations. In general, the MBTI and its scales yielded scores with strong internal consistency and test-retest reliability estimates, although some variation was observed.

Validity

Validity looks at whether a test or questionnaire measures what it is supposed to measure. Note that the MBTI assessment is NOT validated to predict performance and is NOT suitable for use in recruitment, therefore validity data relating to the MBTI in recruitment is not available. However, there is plenty of evidence that the MBTI tool accurately describes personality styles, some of which is listed below. There are a number of ways to demonstrate validity, including Relationships with other questionnaires, Internal structure, Relationships with behavior, Type descriptions, and Practical validity (Myers-Briggs Company, 2022).

3.5 Data Collection

As an application of the quantitative method, a letter request seeking permission to allow the researcher to gather the needed data for the study was sent to the Gordon College administration. The letter includes the request for a copy of the faculty evaluation rating AY 2022-2023 necessary for normative evaluation. After the request was approved, a letter was drafted seeking assistance from the Vice President for Academic Affairs' support during the distribution of the survey questionnaire. The researcher has personally managed the distribution and retrieval of the survey-questionnaire. This was conducted at the onset of the Academic Year 2023-2024. The objectives of the study have been explained to the respondents. Enough time has been provided to the respondents to answer the said instrument. Their responses were treated as confidential.

A consent form has been provided to ascertain the approval of the teachers who took part in this study as respondents. When teachers gave their permission, this served as a signal to the researcher to float the questionnaire. In the distribution of the questionnaires, the researcher sought the support of the college deans and program coordinators for the distribution of the questionnaires to the teachers of Gordon College per department.

After all questionnaires were answered, the researcher immediately retrieved the questionnaires for the processing of

data. The researcher has processed the gathered data by preparing the frequency counts. For the statistical treatment, the researcher has asked the assistance of the resident statistician for the processing of the data. The interpretations of the results were done thereafter with the guidance and assistance of her statistician and adviser.

3.6 Statistical Analysis of Data

To provide accurate results in this study, the researcher used the following statistical treatment of data:

Statistical Package for Social Sciences (SPSS) computer software and MS Excel were used for the computations and interpretations of data. The statistical tools in the analysis and interpretations of data and hypotheses testing included the following:

1. Frequency Distribution. This was employed to determine the frequency counts and percentage distribution of personal related variables of the respondents.
2. Mean. This was utilized to measure the faculty rating of the respondents for Normative evaluation.
3. Analysis of Variance (ANOVA). In testing the significant difference in the responses when the respondents were grouped according to characteristics, the one-way analysis of variance (ANOVA) was used. This was used to test the significant difference in the Normative evaluation of the teacher-respondents and their profile variables and the significant difference in their MBTI-type results and their profile variables.

Decision Rule 1: If the computed and significance value was greater or higher than ($>$) 0.05 Alpha Level of Significance, accepted the null hypothesis and rejected the alternative.

Decision Rule 2: If the computed significance value was less or lower than ($<$) 0.05 Alpha Level of Significance, rejected the null hypothesis and accepted the alternative.

4. Correlation Analysis. This was used to investigate the relationship (r) between personality type and Normative evaluation. The Pearson Product Moment Correlation Coefficient or Pearson r was the most common statistical tool for measuring the linear relationship between two random variables. This formula was developed and perfected by Karl Pearson, a colleague of Francis Galton who made behavioral studies of humans. It became the basis of different theories in the field of heredity, psychology, anthropology, and statistics. It was used to determine the linearity of the relationships between two variables.

The following were used to interpret the result of the correlation coefficient value:

Interpretation of Correlation Coefficient Value (C)

Correlation	Qualitative Description	Symbol
-------------	-------------------------	--------

Coefficient		
±1.000	Perfect positive or negative correlation	PC
±0.75 to ±0.99	Very high positive or negative correlation	VHC
±0.50 to ±0.74	High positive or negative correlation	HC
±0.25 to ±0.49	Low positive or negative correlation	LC
±0.01 to ±0.24	Very low positive or negative correlation	VLC
0	No correlation	NC

Source: Zulueta and Costales, 2003

4 RESULTS AND DISCUSSION

I. Profile of the Gordon College Teacher-Respondents

Table 1 presents the result of the demographic profile of the Gordon College teacher-respondents in terms of age, sex, and highest educational attainment.

Table 1. Frequency and Percentage Distribution on the Respondents' Profile Variable

Profile Variables		Frequency (f)	Percentage (%)
Age (Years)	20-29 years old	74	37.80
	30-39 years old	58	29.60
	40-49 years old	36	18.40
	50-59 years old	20	10.20
	60-65 years old	8	4.10
Total		196	100.00
Sex	Male	102	52.00
	Female	94	48.0
	Total	196	100.00
Highest Educational Attainment	Bachelor's Degree	48	24.50
	With Master's Units	62	31.60
	Master's Degree	70	35.70
	Doctorate Degree	16	8.20
	Total	196	100.00

Age. Of the 196 total teacher respondents, there are 74 or 37.80% from age group of 20-29 years old; followed by 58 or 29.60% from 30-39 years old; 36 or 18.40% from 40-49 years of age. 20 or 10.20% belong to 50 to 59 years old and the least belongs to 8 or 8.10% from 60 to 65 years old. The result shows that the majority of the teaching force in Gordon College belongs to the group of Early Adulthood (from 20-40 years old). Most of the teaching personnel are composed of young adults and middle-aged adults. The psycho-social

pattern proceeds from Erik Erikson's Identity in Young Adulthood, a time of seeking deep connections and meaningful relationships, reflecting a universal human need, up to Generativity in Middle Adulthood which is characterized by a focus on mentoring and sharing wisdom, reflecting a universal human desire to nurture growth in others. The ability to form and maintain healthy social relationships is crucial for overall psychosocial development, according to Erikson's theory. (Main, 2023)

Sex. Of the 196 total respondents, 102 or 52.00% are male teachers and 94 or 48.00% are female teachers. This shows that the male teacher-respondents in Gordon College exceed the number of female teacher-respondents with just a small difference. Further implies that both male and female teacher respondents share common roles and responsibilities as instructors of the college. Bhana, et al (2019) supported this in an article titled Why Having Both Male and Female Teachers is a Good Idea for Schools stating that "Teaching young children, however, requires a balance of stereotypically feminine and masculine traits: the teacher must be caring, yet authoritative, a listener, and a leader. Schools also benefit when teachers reflect the interests, needs, and backgrounds of their students. One important way this can be done is by including both male and female teachers."

Highest Educational Attainment. There are 48 or 24.50% who are Bachelor's degree holders; 62 or 31.60% with Masters units; followed by 70 or 35.70% who are Master's degree holders and 16 or 8.200% are Doctorate Degree holders. The result shows that the greatest number of teacher-respondents are already CHED-qualified teaching force who are Master's degree holders. The second majority group belongs to those who have earned their Master's units indicating academic pursuit and advancement. As the basis for the qualification standards where Gordon College is operating, CMO no.52 series of 2007 states that "(1) As a rule, a Master's degree in education or an allied discipline is required for teaching in the Tertiary level; (2) 100% of the full-time and minimum 50% of the part-time faculty must have a Master's degree in the discipline or its any given equivalent at any given point in time." (Sec 3, Faculty)

II. Perceived Type of Personality in Terms of MBTI's Preferences

Table 2 presents the perceived type of personality in terms of MBTI preferences of the Gordon College teacher-respondents.

Table 2. Perception of the Respondents on their Type of Personality Based on MBTI's Preferences

MBTI Preferences and Personality	Frequency	Percentage
----------------------------------	-----------	------------

INTJ-ARCHITECT	14	7.10
INTP-LOGICIAN	6	3.10
ENTJ-COMMANDER	18	9.20
ENTP-DEBATER	4	2.00
INFJ-ADVOCATE	18	9.20
INFP-MEDIATOR	2	1.00
ENFJ-PROTAGONIST	12	6.10
ENFP-CAMPAIGNER	4	2.00
ISTJ-LOGISTICIAN	36	18.40
ISFJ-DEFENDER	12	6.10
ESTJ-EXECUTIVE	30	15.30
ESFJ-CONSUL	24	12.20
ISFP-ADVENTURER	6	3.10
ESTP-ENTREPRENEUR	6	3.10
ESFP-ENTERTAINER	4	2.00
Total	196	100.00

Most of the respondents perceived themselves as ISTJ-LOGISTICIAN (36) followed by ESTJ-EXECUTIVE (30) and ESFJ-CONSUL (24). The least perceived personality of the respondents is the INFP-MEDIATOR with only two identifying themselves as mediator. According to 16personalities.com, the Logistician (ISTJ) as the most-perceived personality type is someone with the INTROVERTED, OBSERVANT, THINKING, and JUDGING personality traits. These people tend to be reserved yet willful, with a rational outlook on life. They compose their actions carefully and carry them out with a methodical purpose. This personality type makes up a good portion of the overall population, and while Logisticians may not be particularly flashy or attention-seeking, they do more than their share to keep society on a sturdy, stable foundation. In their families and their communities, Logisticians often earn respect for their reliability, their practicality, and their ability to stay grounded and logical, even in the most stressful situations. The 2nd most perceived, Executive (ESTJ) is someone with the EXTRAVERTED, OBSERVANT, THINKING, and JUDGING personality traits. They possess great fortitude, emphatically following their own sensible judgment. They often serve as a stabilizing force among others, able to offer solid direction amid adversity. Executives are representatives of tradition and order, utilizing their understanding of what is right, wrong and socially acceptable to bring families and communities together. The 3rd most perceived is a Consul (ESFJ), a person with the

EXTRAVERTED, OBSERVANT, FEELING, and JUDGING personality traits. They are attentive and people-focused, and they enjoy taking part in their social community. Their achievements are guided by decisive values, and they willingly offer guidance to others. For Consuls, life is sweetest when it's shared with others. People with this personality type form the bedrock of many communities, opening their homes – and their hearts – to friends, loved ones, and neighbors. Generous and reliable, people with this personality type often take it upon themselves – in ways both large and small – to hold their families and their communities together.

The most perceived type (Logistician) shows result-oriented behavior which is an indicator of Outcomes Based Curriculum competencies displayed by Gordon College teachers. Outcome-based education is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal (William Spady, 1994) Outcome-based Teaching and Learning (OBTL) is a student-centered education approach where the program's intended learning outcomes are explicitly defined for students to achieve. Teaching and learning activities are then carefully designed to facilitate students to achieve these outcomes. The success of OBTL is based on evidence from the assessment results and student learning experience. Periodic reviews of this evidence will lead to continuous improvement of program quality. (The Heng Seng University of HongKong, 2020)

A mediator (INFP) as the least perceived personality type of the respondents is someone who possesses the INTROVERTED, INTUITIVE, FEELING, and PROSPECTING personality traits. These rare personality types tend to be quiet, open-minded, and imaginative, and they apply a caring and creative approach to everything they do. Although they may seem quiet or unassuming, Mediators (INFPs) have vibrant, passionate inner lives. Creative and imaginative, they happily lose themselves in daydreams, inventing all sorts of stories and conversations in their minds. (16personalities.com)

III. Performance of the Teacher-Respondents Described in Terms of Normative Evaluation Results

Table 3 presents the Teacher Performances in Terms of Normative Evaluation results alongside the MBTI preferences of the Gordon College teacher-respondents

Table 3.1. Teacher Performances in terms of Normative Evaluation Results

Rank	Respondent	Average FER	MBTI
1.5	23	4.88	ENFJ-

			PROTAGONIST
1.5	121	4.88	ENFJ- PROTAGONIST
3.5	65	4.86	INTJ- ARCHITECT

Findings yield results of 4.88 rating for Rank 1.5 (PROTAGONIST), 4.86 rating for Rank 3.5 (ARCHITECT), and 4.82 rating for Rank 5.5 (DEFENDER). This result shows that the Top 3 ranks belong to the Best-performing teacher-respondents rated by the students of Gordon College, in contrast to the most perceived personality type of the respondents which is LOGISTICIAN which garnered a 3.14 rating or the lowest rank of 19.5. This was supported by the conducted survey of 16personalities.com, stating that if any personality type seems likely to have this skill set, it would be Protagonists (ENFJ) (85%), the type most likely to say they have been called an excellent teacher. In addition to being highly attuned to other people’s feelings and needs and to group dynamics, Protagonists are strong communicators, reliable, tolerant, and dedicated to helping and inspiring others. In other words, they are ideal teachers. (16personalities.com)

Protagonist on the topnotch tends to be vocal about their values, including authenticity and altruism. When something strikes them as unjust or wrong, they speak up. But they rarely come across as brash or pushy, as their sensitivity and insight guide them to speak in ways that resonate with others. Students in the 21st century are more interested in authentic, value-driven, contextualized, and experiential learning. A teacher is a facilitator who motivates students to reach their full potential. Either by being enthusiastic, demonstrative, or encouraging. Teachers are much more than individuals who are obsessed with maintaining order (Chatterjee, 2021), as manifested by a Logistician placed at the lowest rank. Architect and Defender are two personality types that rank 2nd and 3rd to students' most favored teachers. Defenders are true altruists, meeting kindness with kindness-in-excess and engaging with the work and people they believe in with enthusiasm and generosity while Architects, independent to the core, want to shake off other people’s expectations and pursue their own ideas. (16personalities.com) The two displayed important characteristics that are effective in teaching on certain accounts- compassion and independence which are also considered essential by Gordon College students.

Alternatively, Table no.3.2 shows below the achieved Outstanding criteria for 15.30% or 30 teacher-respondents; 162 or 82.70% for Very Satisfactory and 4 or 2.00% for Satisfactory, indicating good and positive teaching performance by 198 teacher-respondents based on school criteria.

Table 3.2. Teacher Performances in terms of School Criteria

Criteria	Frequency	Percentage
Outstanding	30	15.30
Very Satisfactory	162	82.70
Satisfactory	4	2.00
Fair	0	0.00
Poor	0	0.00
Total	196	100.00

IV. Test for difference between Male and Female in their Average FER, Criteria, MBTI and Rank

Table 4 presents the test of difference between Male and Female in their average FER, Criteria, MBTI and Rank

Table 4

Male and Female Performances	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Decision/ Interpretation
Average FER	-0.06363	0.04324	-1.472	194	0.143	Accept Ho Not Significant
Criteria	-0.050	0.057	-0.892	194	0.374	Accept Ho Not Significant
MBTI	-0.735	0.568	-1.293	194	0.198	Accept Ho Not Significant
Rank	-7.61723	8.11355	-0.939	194	0.349	Accept Ho Not Significant

The computed P-value for FER (0.143) was lower (<) than 0.05 alpha level of significance, therefore, the null hypothesis is rejected. Thus, there is no significant difference on perceived personality type of teacher-respondents when grouped according to FER. The computed P-value for Criteria (0.374) is lower (<) than 0.05 alpha level of significance, therefore, the null hypothesis is rejected. The computed P-value for MBTI (0.198) was lower (<) than 0.05 alpha level of significance, therefore, the null hypothesis is rejected. The computed P-value for Rank(0.349) was lower (<) than 0.05 alpha level of significance, therefore, the null hypothesis is rejected. Thus, teachers have different perceptions in their personality type as affected by the FER, Criteria , MBTI and Rank.

Based on the answers to the questions on the inventory, people are identified as having one of 16 personality types. The goal of the MBTI is to allow respondents to further explore and understand their own personalities including their likes, dislikes, strengths, weaknesses, possible career preferences, and compatibility with other people.

Cherry (202323) said “No one personality type is ‘best’ or ‘better’ than another.” It isn't a tool designed to look for dysfunction or abnormality. Instead, its goal is simply to help you learn more about yourself. The questionnaire itself is made up of four different scales.

V. Test of Difference on the Perceived Personality Type of Teacher-Respondents When Grouped According to their Profile

Table 5 presents the Test of Difference on the Perceived Personality Type of Teacher-Respondents When Grouped According to their Profile

Table 5. Analysis of Variance to test Difference on the Perceived Personality Type of Teacher-Respondents when Grouped According to their Profile

Sources of Variations		SS	Df	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	57.459	4	14.365	0.904	0.462	Accept Ho Not Significant
	Within Groups	3033.745	191	15.883			
	Total	3091.204	195				
Sex	Between Groups	26.403	1	26.403	1.671	0.198	Accept Ho Not Significant
	Within Groups	3064.801	194	15.798			
	Total	3091.204	195				
Highest Educational Attainment	Between Groups	138.510	3	46.170	3.002	0.032	Reject Ho Significant
	Within Groups	2952.694	192	15.379			
	Total	3091.204	195				

Legend: $\alpha = 0.05$ Level of Significance; $P \geq 0.05$ is not significant.

The computed P-value for age (0.462) and sex (0.198) were greater (>) than 0.05 alpha level of significance, therefore, the null hypothesis is accepted. Thus, there is no significant difference on perceived personality type of teacher-respondents when grouped according to sex and age. However, the computed P-value for highest educational attainment (0.032) is lower (<) than 0.05 alpha level of significance, therefore, the null hypothesis is rejected. Thus, teachers have different perception in their personality type as affected by the highest educational attainment that they achieved. This was strengthened by the Post-Hoc Analysis using LSD on Table 6 showing that teachers who are only Bachelor's degree graduate has a different perspective with that of the Master's degree graduate given by the computed P-value of 0.022 which is lower than the alpha level of significance (0.05).

Table 6. Post-Hoc Analysis Using LSD in Finding the Difference on the Perceived Personality Type of Teacher-

Respondents when Grouped According to their Highest Educational Attainment

Sources of Variations		Mean Difference	Std. Error	Sig.	Lower Bound	Upper Bound	Decision / Interpretation
Bachelor's Degree	With Master's Units	-0.352	0.754	0.641	-1.84	1.13	Not Significant
	Master's Degree	-1.702*	0.735	0.022	-3.15	-0.25	Significant
	Doctor's Degree	0.833	1.132	0.463	-1.40	3.07	Not Significant
With Master's Units	Bachelor's Degree	0.352	0.754	0.641	-1.13	1.84	Not Significant
	Master's Degree	-1.350*	0.684	0.050	-2.70	0.00	Significant
	Doctor's Degree	1.185	1.100	0.282	-0.98	3.35	Not Significant
Master's Degree	Bachelor's Degree	1.702*	0.735	0.022	0.25	3.15	Significant
	With Master's Units	1.350*	0.684	0.050	0.00	2.70	Significant
	Doctor's Degree	2.536*	1.087	0.021	0.39	4.68	Significant
Doctor's Degree	Bachelor's Degree	-0.833	1.132	0.463	-3.07	1.40	Not Significant
	With Master's Units	-1.185	1.100	.282	-3.35	0.98	Not Significant
	Master's Degree	-2.536*	1.087	0.021	-4.68	-0.39	Significant

Legend: $\alpha = 0.05$ Level of Significance; $P \geq 0.05$ is not significant.

Furthermore, Post-Hoc Analysis using LSD on Table 6 shows that teachers who have units in Master's degree has a different perspective than that of the Master's degree graduate given by the computed P-value of 0.050 which is equal to the alpha level of significance (0.05) signifying statistical difference. Moreover, Doctor's degree graduate has a different perception with that of the Master's degree graduate shown on the computed P-value of 0.021 which is lower than the alpha level of significance (0.05), hence, a significant difference is observed.

In terms of highest educational attainment, the test revealed a significant difference in the perceived personality types of teachers. Thus, teachers have different perceptions of their personality type as affected by the highest educational attainment that they achieved. Teachers' advancing education affects their perception. What they perceive is strongly influenced by their past experience, education, culture, values, and other factors. All these influences predispose them to pay particular attention to certain information and to organize and interpret the information in certain ways.

There are multiple ways to interpret such polygenic overlap. One possible explanation is that the same genetic variants independently influence both education and personality, perhaps through some unknown biological or environmental pathways (or both). In addition, experiences related to education may contribute to personality traits, and therefore genetic influences on education can account for some of the genetic variance in these traits.

There are multiple ways to interpret such polygenic overlap. One possible explanation is that the same genetic variants independently influence both education and personality, perhaps through some unknown biological or environmental pathways (or both). In addition, experiences related to education may contribute to personality traits, and therefore genetic influences on education can account for some of the genetic variance in these traits.

There are multiple ways to interpret such polygenic overlap. One possible explanation is that the same genetic variants independently influence both education and personality, perhaps through some unknown biological or environmental pathways (or both). In addition, experiences related to education may contribute to personality traits, and therefore genetic influences on education can account for some of the genetic variance in these traits.

There are multiple ways to interpret such polygenic overlap. One possible explanation is that the same genetic variants independently influence both education and personality, perhaps through some unknown biological or environmental pathways (or both). In addition, experiences related to education may contribute to personality traits, and therefore genetic influences on education can account for some of the genetic variance in these traits.

According to Mottus, et.al (2017) in their study Educational Attainment and Personality Are Genetically Intertwined, the results showed a systematic overlap between additive polygenic variance in education and personality. Although polygenic correlations between education and a limited number of traits were reported previously (Belsky et.al., 2016; Okbay, Beauchamp, et. al., 2016), we examined them across five FFM domains and their 30 facets, relying on one of the most comprehensive personality assessment frameworks currently available. There are multiple ways to interpret such polygenic overlap. One possible explanation is that the same genetic variants independently influence both education and personality, perhaps through some unknown biological or environmental pathways (or both). In addition, experiences related to education may contribute to personality traits, and therefore genetic influences on education can account for some of the genetic variance in these traits.

Orcutt (2019) stated in her study titled Correlating Personality Types and Educational Attainment that there was no association between degree attainment and being classified as thinking (T) versus feeling (F). She therefore surmised that those classified as thinking (T) would have higher levels of degree attainment as compared to those with a preference for feeling (F). Brown, Bull, and Pendlebury, (2013) reported that individuals classified as having a preference for thinking (T) are logical and use analysis and reason to make decisions. They further asserted that these people value logic rather than intuition when making decisions and attempting to understand principles, as well as concentrate on tasks to achieve an understanding on a particular subject (Brown et al., 2013).

VI. Test of Difference on the Performance of the Teacher-Respondents described in terms of Normative Evaluation Results

Table 7 presents the Test of Difference on the Performance of the Teacher-Respondents described in terms of Normative Evaluation Results

Table 7. Analysis of Variance to test Difference on the Performance of the Respondents described in terms of Normative Evaluation Results when Grouped According to their Profile

Sources of Variations		SS	Df	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	2998.217	4	749.554	3.059	0.018	Reject Ho Significant
	Within Groups	46806.492	191	245.060			
	Total	49804.709	195				
Sex	Between Groups	537.094	1	537.094	2.115	0.147	Accept Ho Not Significant
	Within Groups	49267.615	194	253.957			
	Total	49804.709	195				
Highest Educational Attainment	Between Groups	571.239	3	190.413	.743	0.528	Accept Ho Not Significant
	Within Groups	49233.470	192	256.424			
	Total	49804.709	195				

Legend: $\alpha = 0.05$ Level of Significance; $P \geq 0.05$ is not significant.

The computed P-value for sex (0.147) and highest educational attainment (0.528) were greater ($>$) than 0.05 alpha level of significance, therefore, the null hypothesis is accepted. Thus, there is no significant difference on perceived personality type of teacher-respondents when grouped according to sex and highest educational attainment. However, the computed P-value for age (0.018) is lower ($<$) than 0.05 alpha level of significance, therefore, the null hypothesis is rejected. Thus, teachers have different perception in their rank as affected by their age. This was strengthened by the Post-Hoc Analysis using LSD on Table 8 showing that teachers who are 20 to 29 years old has a different perspective with that of the 40 to 49 years old given by the computed P-value of 0.019 which is lower than the alpha level of significance (0.05) showing significant difference on their rank due to their age.

The study finding is supported by cognitive theories. Cognitive (or cognition) is a term that refers to the processes of human thinking and memory. Cognitive changes refer to how these processes change and evolve. Cognitive developmental theory is formulated by Swiss psychologist Jean Piaget (1896-1980). The main premise of the theory is that cognitive abilities continue through different stages of evolution as people grow. The way people make sense of the world around them changes. Since most of the average human life is lived in adulthood, adulthood can be categorized into three stages: early adulthood, middle adulthood, and late adulthood. Most cognitive changes in adults occur during early and middle adulthood. According to Thomas & Boyd (2023) Middle adulthood is frequently

mistaken solely for a period of cognitive decline; this stage of adulthood is when some cognitive abilities increase while some decrease. Crystallized intelligence, the remembrance of previous information and skills, tends to increase. Fluid intelligence, the ability to think abstractly and problem solve with new information, tends to decrease. Information processing speed begins to decrease during this time. This is also a period where executive functioning and wisdom tend to increase. Middle adulthood is also characterized by a calmer demeanor because older adults respond less frequently to negative provocation than younger adults do.

Table 8. Post-Hoc Analysis Using LSD in Finding the Difference on the Normative Evaluation Results of Teacher-Respondents when Grouped According to their Age

Sources of Variations	Mean Difference	Std. Error	Sig.	Lower Bound	Upper Bound	Decision / Interpretation	
20-29 Years Old	30-39 Years Old	-3.331	2.745	.227	-8.75	2.08	Not Significant
	40-49 Years Old	7.547*	3.181	0.019	1.27	13.82	Significant
	50-59 Years Old	-2.126	3.945	0.591	-9.91	5.66	Not Significant
	60-65 Years Old	-5.176	5.826	0.375	-16.67	6.32	Not Significant
30-39 Years Old	20-29 Years Old	3.331	2.745	0.227	-2.08	8.75	Not Significant
	40-49 Years Old	10.877*	3.322	0.001	4.33	17.43	Significant
	50-59 Years Old	1.205	4.059	0.767	-6.80	9.21	Not Significant
	60-65 Years Old	-1.845	5.904	0.755	-13.49	9.80	Not Significant
40-49 Years Old	20-29 Years Old	-7.547*	3.181	0.019	-13.82	-1.27	Significant
	30-39 Years Old	-10.877*	3.322	0.001	-17.43	-4.33	Significant
	50-59 Years Old	-9.672*	4.366	0.028	-18.28	-1.06	Significant
	60-65 Years Old	-12.722*	6.119	0.039	-24.79	-6.5	Significant
50-59 Years Old	20-29 Years Old	2.126	3.945	0.591	-5.66	9.91	Not Significant
	30-39 Years Old	-1.205	4.059	0.767	-9.21	6.80	Not Significant
	40-49 Years Old	9.672*	4.366	0.028	1.06	18.28	Significant
	60-65 Years Old	-3.050	6.549	0.642	-15.97	9.87	Not Significant
60-65 Years Old	20-29 Years Old	5.176	5.826	0.375	-6.32	16.67	Not Significant
	30-39 Years Old	1.845	5.904	0.755	-9.80	13.49	Not Significant
	40-49 Years Old	12.722*	6.119	0.039	0.65	24.79	Significant
	50-59 Years Old	3.050	6.549	0.642	-9.87	15.97	Not Significant

Legend: $\alpha = 0.05$ Level of Significance; $P \geq 0.05$ is not significant.

Furthermore, Post-Hoc Analysis using LSD on Table 8 shows that teachers who are 40 to 49 years old have different perspective than that of the respondents aged 30 to 39 years old (P-value of 0.001), 50 to 59 years old (P-value of 0.028), and aged 60 to 65 years old (P-value of 0.039), which are all lower than the alpha level of significance (0.05) signifying statistical difference.

VII. Test of Relationship between the Perceived Personality of the Teacher-Respondents and their Performances Based on Normative Evaluation Results

Table 9 presents the Test of Relationship between the Perceived Personality of the Teacher-Respondents and their Performances Based on Normative Evaluation Results.

Table 9. Spearman's Rank-Order Correlation Coefficient to test Relationship between Perceived Personality of the Teacher-Respondents and their Performances Based on Normative Evaluation Results

Sources of Correlations	Perceived Personality (MBTI)	Decision/ Interpretation
Normative Evaluation Results	Correlation Coefficient	0.170*
	Sig. (2-tailed)	0.017
	N	196
** . Correlation is significant at the 0.01 level (2-tailed).		
* . Correlation is significant at the 0.05 level (2-tailed).		

The computed Sig-value for the correlation of the perceived personality of teacher-respondents as shown in their MBTIs with their ranks in the normative evaluation results showed 0.017 which is lower than ($>$) 0.05 alpha level of significance, therefore, the null hypotheses is rejected. Thus, there is a significant relationship between the teacher-respondents' perceived personality and their ranks in the normative evaluation results. However, the Spearman rho coefficient showed a negligible correlation as depicted by the correlation coefficient of positive 0.170.

Table 9 revealed that there was a statistically significant weak positive correlation (Schober, P. et al., 2018) between the perceived personality (MBTI) of the teacher-respondents and their performances based on ranks in the normative evaluation results [$r_s(194) = .170^*$, $p < .05$] using the Spearman's rho correlation at the 5% significance level. The effect size of this relationship is small (Cohen, 1988, 1992). The coefficient of determination (R^2) indicates that 2.89% of the variance of perceived personality (MBTI) was explained by the presence of normative evaluation results. It implies that the focus on normative evaluations in professional development programs may need to be reevaluated by educational institutions and policymakers. A more diverse and productive teaching workforce may result from the integration of techniques that target a wider range of teacher

qualities and competencies, such as communication, emotional intelligence, and interpersonal skills. Furthermore, the complexity of teacher personality may be difficult to forecast or account for using only normative evaluations. Adopting a comprehensive strategy for teacher development and assessment is crucial. Even though normative assessments give insightful information, a more complete picture of teacher effectiveness and personality qualities may be obtained by integrating normative evaluations with other assessment instruments, feedback systems, and reflective practices.

According to Sawchuck (2015) Teacher evaluation refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development. Beginning in the 1990s and through the 2000s, analyses of year-to-year student-test data consistently showed that some teachers helped their students learn significantly more than did other teachers. One widely cited paper, by Stanford University economist Eric A. Hanushek, estimated that the top-performing teachers helped students gain more than a grade's worth of learning; students taught by the worst achieved just half a year of learning. Advocacy groups argued that current quality-control systems for teachers were ineffectual. In an influential 2009 report, TNTP (formerly the New Teacher Project), found that more than 99 percent of teachers in the 12 districts it studied were ranked satisfactory on evaluations and that the firing of tenured teachers almost never occurred (Sawchuck, 2015). The analysis suggested that most of the reviews were perfunctory, and did not distinguish between skilled and low-performing teachers.

From the article Criteria and Techniques of Teacher Evaluation, Kakumanu (2022) stated that teaching is a great and noble profession, and one has to undergo sound education and training before becoming a good and effective teacher. The field of education is ever evolving, and so are the expectations and demands on educators, as they are responsible for shaping a child's future, which goes far beyond just imparting knowledge. Evaluating teachers is the basis of determining the competency of teachers and is done to promote their professional enhancement and development. It is integral to maintaining the standard and quality of the educational eco-system. First, we need to consider the definition of teacher evaluation. It is a systematic and well-defined process to assess the performance and teaching effectiveness of a teacher in the classroom. This process involves reviewing the performance, as well as analyzing the same, to give a constructive and positive feedback for the professional growth of the teacher. Some of the major benefits of teacher evaluation include the following:

(1) It enables tracking performance-levels in the institution, which in turn makes the stakeholders better equipped to identify and solve institutional challenges. (2) Regular evaluations lead to improvement of teacher performance. (3) Based on their respective capabilities and contributions, precise ranks may be assigned to all the

teachers in the institution, and additional responsibilities can be given to them on this basis. (4) It enables the management to identify and reward teachers who have exceptional teaching talent and for their excellent service delivery. (5) It aids in the identification of gaps in teaching-learning methods which may be leading to poor performance among students (6) It forms the basis of removing unproductive teachers (after giving them ample opportunities for improvement) from the system and replacing them with efficient ones to maintain the quality of education. (7) It helps in making well-informed decisions regarding appraisals and promotions. (8) It helps in the creation of job descriptions of prospective teachers and also gives productive insights in making data-driven decisions in the education sector. (9) It encourages teachers to perform better when the management communicates with them and appreciates their work, which in turn leads to continuous improvement in their work. (10) The management has the responsibility for the over-all growth of the teachers and 'teacher evaluation' serves as the tool for empowering them just as they are responsible for empowering the students. (Kakumanu, 2022)

Proposed Faculty Development Plan
June 2-8, 2024

OBJECTIVES	METHODOLOGY & ACTIVITIES	PERSONS INVOLVED	TITLE FRAME	BUDGET
<p>Holistic Development seeks to engage all aspects of the teacher, including mind, body, and spirit. Holistic development is based on the premise that each person has a unique, personal and purpose in life.</p> <p>Holistic education promotes a multidimensional approach to learning, the idea of connection, the concept of interdisciplinary inquiry, and a focus on the individual as an integral aspect.</p> <p>To encourage the faculty members to become a change agent by adopting the 21st Century knowledge and skills so that they should be able to work in a global and digital environment.</p> <p>To emphasize the faculty on the concepts of Outcome Based Education with focus on alignment and implementation.</p> <p>To identify the opportunities in implementing the concepts of Outcome Based E in learning environment.</p>	<p>The one-week program will be composed of 7 specific topics:</p> <ul style="list-style-type: none"> Day 1: Personal and Professional Development Day 2: 21st Century Skills for University Teachers Day 3: Outcome Based Education Day 4: Instructional Tools in Research Day 5: Human Values and Professional Ethics Day 6: Life and Career Skills Day 7: Communication Skills <p>Outputs:</p> <ul style="list-style-type: none"> Sample Plan of Work Sample Lesson Plans Handouts Presentations Learning Portfolio Reflections 	<p>VP for Academic</p> <p>Deans</p> <p>Department Program Coordinators</p> <p>Instructors/Professors</p>	<p>June 2-8, 2024</p>	<p>Php 100,000.00</p>

Faculty Development Program on Holistic Development and Outcome-Based Innovative Teaching

5 CONCLUSIONS

Based on the findings, the researcher concluded that:

1. The respondents are mostly from 20-29 years old, belonging to the early adulthood stage followed by 30-39 middle-aged adults. The male teacher-respondents in Gordon College exceed the number of female teacher-respondents with just a small difference.

2. The Top 3 MBTI preferences – PROTAGONISTS, ARCHITECT and DEFENDER belong to the Best-

performing teacher-respondents rated by the students of Gordon College, in contrast to the most perceived personality type of the respondents which is LOGISTICIAN which garnered a 3.14 rating or the lowest rank of 19.5.

3. Teachers have different perceptions in their personality type as affected by the highest educational attainment that they achieved. Teachers have different perceptions in their normative rank as affected by their age.

4. There is no significant difference on the perceived personality type of teacher-respondents when grouped according to sex and highest educational attainment. However, there is a statistically significant difference when it comes to age.

5. Lastly, there is a significant relationship between the teacher-respondents' perceived personality and their ranks in the normative evaluation results. However, there was a statistically significant weak positive correlation between the perceived personality (MBTI) of the teacher-respondents and their performances based on ranks in the normative evaluation results.

6 RECOMMENDATIONS

Based on the findings, the researcher concluded that:

In the light of the foregoing conclusions of the study, the following recommendations were advanced:

1. The Administration and Policymakers in Gordon College: The focus on normative evaluations in professional development programs may be reevaluated by educational institutions.

2. The Academic Affairs office: Planning and evaluation may be recommended for a more diverse and productive teaching workforce that may result to the integration of techniques that target a wider range of teacher qualities and competencies, such as communication, emotional intelligence, and interpersonal skills.

3. The HR department: Based on their respective capabilities and contributions, precise ranks may be assigned to all the teachers in the institution, and additional responsibilities can be given to them on this basis. Identify and reward teachers who have exceptional teaching talent and for their excellent service delivery.

4. The HR and Academic Affairs Office: May proceed in making well-informed decisions regarding appraisals and promotions.

5. The Director of Instruction: May develop an improved comprehensive, holistic program for capacity-building training and professional advancement -to engage teachers in one common goal.

7 REFERENCES

[1] Adrales, J. D., Bayona, J. S, Lat, M. O., Molleno, M. A. D., Sarmiento, V. V., & Ablen, Ph.D., A.S.

(2019) The Impact of Teachers Personality on the Academic Performance of BSED 4th year Students of Bestlink College of the Philippines. Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research, 1. Retrieved from

<https://ojs.aaresearchindex.com/index.php/aasgbcnpjmra/article/view/1168>

[2] Alrishan, A. M. H., Alwaely, S. A., Alshammari, A. K., Alshammari, R. K.& Khasawneh, M. A. S. (2023) The Impact of the Teacher's Personality on the Motivation of Learning the English Language Among Governmental School Students in Saudi Arabia. Information Sciences Letters and International Journal. Retrieved from <http://dx.doi.org/10.18576/isl/120313>

[3] Alphonsine, M. & Andala, H. (2022) Influence of Teachers' Personality Traits on Students' Academic Performance In Public Secondary Schools In Kicukiro District, Rwanda. International Journal of Research in Engineering, IT and Social Sciences, ISSN 2250-0588, Impact Factor: 6.565, Volume 12 Issue 10, October 2022, Page 1-17. Retrieved at <http://indusedu.org>

[4] Andabai, P.W. (2013) Teacher's Personality and Classroom Management of Tertiary Institutions in Nigeria: The Issues and Perspectives. Academic Journal of Interdisciplinary Studies Published by MCSER-CEMAS-Sapienza University of Rome Vol 2 No 5 July 2013

[5] Asio, J. M. R. (2019). Students bullying teachers: Understanding and behavior of college students from a higher education institution. Journal of Pedagogical Research, 3(2), 11-20.

[6] Asio, J. M. R., & Gadia, E. D. (2019). Awareness and Understanding of College Students towards Teacher Bullying: Basis for Policy Inclusion in the Student Handbook. PAFTE Research Journal, 8(1), 142-153. <https://eric.ed.gov/?id=ED595107>

[7] Bayani, Z. (2016) The Relationship between Teacher's Personality Traits and Exceptional Learning. Islamic Azad University, Aliabad Katoul, Iran, JIEB

[8] Bilal, Guraya S.& Chen S. (2019) The impact and effectiveness of faculty development program in fostering the faculty's knowledge, skills, and professional competence: A systematic review and meta-analysis. Saudi Journal of Biological Sciences Retrieved at www.sciencedirect.com.

[9] Cherry, K, (2023) How Personality Impacts Our Daily Lives. Article from <https://www.verywellmind.com/what-is-personality>

[10] Cherry, K. (2012) What Is a Personality Test? Article retrieved at <https://sports.yahoo.com/personality-test-173944360.html>

[11] Chimezie, PhD N. (2020) Teacher's Personality Traits and Their Teaching Effectiveness: Important Factors for Student's Success. University of Port Harcourt, Rivers State, Nigeria. European Journal of Research and Reflection in Educational Sciences Vol. 8 No. 3, 2020. Progressive Academic Publishing, UK Page 164. Retrieved at www.idpublications.org.

[12] Deng, Q., Zheng, B. & Chen, J. (2020) The Relationship Between Personality Traits, Resilience, School Support, and Creative Teaching in Higher School Physical Education Teacher. Retrieved from <https://doi.org/10.3389/fpsyg.2020.568906>

- [13] Gaid, D. (2020) Teachers' Sex and Students' Preferences of Teachers' Personality Traits among Selected Public Junior High Schools in Western Misamis Oriental, Philippines. Integrated Developmental School Mindanao State University at Naawan. Journal of Education & Social Policy Vol. 7, No. 2, June 2020 doi:10.30845/jesp.v7n2p2 66
- [14] Hassan, T. (2022) Relationship Between Teachers' Personality Types, Students' Adjustment and Academic Performance In Senior Secondary Schools In Osun State, Nigeria Zubair. International Journal of Research in Education and Sustainable Development | ISSN: 2782-7666 Vol. 2, Issue 7
- [15] Hemadharsini R., Jerald A. & Amutha, J. (2021) Personality Traits Of Teachers And Their Attitude Towards Inclusive Education International Journal of Scientific and Research Publications, Volume 11, Issue 1, January 2021 606 ISSN 2250-3153
- [16] How can a teacher's personality influence learning? (2020) Retrieved from <https://nurtem.com/blogs/how-can-a-teachers-personality-influence-learning/>
- [17] Ibad, F. (2021) Personality and Ability Traits of Teachers: Student Perceptions. Institute of Business Management. Journal of Education and Educational Development. Article retrieved from <http://dx.doi.org/10.29322/IJSRP.11.01.2021.p10972>
- [18] Karimova, H. (2018) Personality & Character Traits: The Good, the Bad, the Ugly. Retrieved from <https://positivepsychology.com/character-traits/>
- [19] Kell, H. J. (2019) Do Teachers' Personality Traits Predict Their Performance? A Comprehensive Review of the Empirical Literature From 1990 to 2018 ETS RR-19-04
- [20] Kendriya, A.J.& Vidyalaya, K. (2021) Personality Traits Of Teachers And Their Attitude Towards Inclusive Education. DOI:10.29322/IJSRP.11.01.2021.p10972 Retrieved from <http://dx.doi.org/10.29322/IJSRP.11.01.2021.p10972>
- [21] Ksk (2023) Personality and Politics. Article retrieved from <https://thebfd.co.nz/2023/05/17/sensors-and-intuitives-and-the-voter-base/>
- [22] Lukman, L., Marsigit, M., Istiyono, E., Kartowagiran, B., Retnawati H., Kistoro, H. & Putranta, H. (2021) Effective Teachers' Personality In Strengthening Character Education. International Journal of Evaluation and Research in Education (IJERE) Vol. 10, No. 2, June 2021, pp. 512-521 ISSN: 2252-8822, DOI: 10.11591/ijere.v10i2.21629 □ 512
- [23] Mary (2022) The Ideal Teacher Personality: Agreeable Conscientious And Extroverted Retrieved at <https://www.gogreenva.org/the-ideal-teacher-personality-agreeable-conscientious-and-extroverted/>
- [24] Noreen, S., Ali A., & Munawar, U. (2019) The Impact of Teachers' Personality on Students' Academic Achievement in Pakistan. Vol. IV, No. III (Summer 2019) | Page: 92 - 102 | DOI: 10.31703/grr.2019(IV-III).11
- [25] Sandlin, C. (2019) Teacher Personality and Student Engagement: A Case Study. Abilene Christian University Digital Commons @ ACU Electronic Theses and Dissertations
- [26] Schweig, J. (2019) Measuring Teaching Effectiveness Understanding Common, Uncommon, and Combined Methods. Retrieved from https://www.rand.org/pubs/research_reports/RR4312z4
- [27] Self-Efficacy Theory: Bandura's 4 Sources of Efficacy Beliefs Retrieved from <https://www.iedunote.com/self-efficacy-theory>
- [28] Shahid, A. (2013) A Checklist for Effective Faculty Development Program Retrieved from <https://www.facultyfocus.com/articles/faculty-development/a-checklist-for-effective-faculty-development-programs/>
- [29] Shrestha, P. (2017) "Carl Jung Personality Theory," Retrieved from <https://www.psychestudy.com/general/personality/carl-jung-theory>.
- [30] Sukawati, N. N. Gunawan, I., Prayoga, A.G., Wardani, A. D. (2020) Teacher Personality, Interpersonal Relationships, Performance, and Professionalism in the Learning Process: A Qualitative Study. Advances in Social Science, Education and Humanities Research, volume 501 Proceedings of the 6th International Conference on Education and Technology (ICET 2020)
- [31] Susman, PhD D. (2022) Part of Myers-Briggs Type Indicator Guide Reviewed at verywellmind.com/the-myers-briggs-type-indicator
- [32] Philosophy: Normative. Retrieved from <https://handwiki.org/wiki/Philosophy:Normative>
- [33] Ummah, K.K., & Ash-Shiddiqi, K. (2022) The Influence of Teacher's Personality Toward Students' Motivation In Learning English Science Class Of SMAN 1 Pademawu. Pamekasan, Indonesia. Retrieved at <http://journal.dewanpendidikanpamekasan.com/index.php/jep>
- [34] Vinney, C. (2019) Social Cognitive Theory: How We Learn From the Behavior of Others. Retrieved from <https://www.thoughtco.com/social-cognitive-theory-4174567>