

Personality Assessment Of Teachers Of Tupi North And Tupi South District: Basis For Intervention Program

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Abstract: This study sought to find out the level of assessment to describe the personality of teachers as analyzed by sex in Tupi North and Tupi South District, Tupi South Cotabato during the school year 2017-2018 as basis for an intervention program. It was a descriptive method of research, involving 32 Minority Teachers belonging to B'laan and Maguindanaon ethnic groups where the entire population was availed. It was found out that the level of assessment to describe the personality of the respondents when analyzed by sex came in varying degrees. Some male and female respondents were on average level and some were on high average level. There are dimensions of personalities where the male and female groups were found on average and high average assessment levels. However, the female group obtained a greater number of 20-dimension personalities measured to be on high average level compared to their male counterparts. Thus, each one or group is unique. They are similar, but different.

Keywords: Education, level of personality, minority teacher, Philippines

1. INTRODUCTION

Assessment is one of the critical functions that teachers do during instruction time. It would determine the level of learners' academic achievement. It serves as the guide on whether to do enrichment, re-teaching, continue to the next lesson or do some remediation activities before the problem becomes worse if the majority of the learners are found to have the need for improvement (Altalova, 2021; Asch, 2019).

These situations show that learners' diversity exists inside a classroom, and so do the teachers. Like the learners, teachers vary in their aptitudes, personalities, and how they plan their careers. Thus, this brought the need to conduct assessments on personality and attitudes. Assessing the personality and attitudes gives an objective indication of a person's professional conduct, their ability to adapt, and their potential to thrive in a role, according to the guidebook "Helping People to Have a Distinct Mark through Psychological Assessment" (Santrock, 2018; Wortel, 2016).

Anent to this, there are some reasons one might benefit from the assessment. One could have a means of comparing own talents to see where one might obtain the most satisfaction in the long term. In addition, one has the reference to compare oneself with others to make full use of one's advantages. Relatedly, to better understand that others might have different strengths that could complement your own. Connectedly, to know why you "get on with" some people better than others. Finally, to understand why a person may become discouraged or frustrated with what they are doing or whom they work with. But lastly, one of the reasons you might benefit from the assessment is for fun. If learning is to be conducted, then why not a personality assessment. In the evaluation, you know that you are assured that the respondents are kept anonymous and the result are

confidential. There are no right or wrong answers to every statement where the solutions are to be interpreted and analyzed, showing how you usually are and how you generally think and feel (Barrett, 2019; Brophy and Everston, 2016).

Awareness of the manifold reasons one might benefit from the tool conducted related to the level of assessment to describe one's personality, the writer was highly motivated to conduct this study. She hoped that from the study results, school authorities could frame intervention programs if characters were discovered to be maladaptive to what was expected of them (Cole & Knowles, 2019; Devi, 2017).

Moreover, this motivation was highly inspired, reminding the teachers to realize the significant role they have to play in the society. It is perhaps one of the reasons why a teacher is often blamed for the many ills in the society. It could lead to realizing the demands it will expect from you, that much is expected from you as teachers. It is, therefore, no joke to become one (Corpuz and Salandanan, 2016; Han, 2021).

Now is the moment for the school administrators to figure out how to determine the personalities of their teachers. It can be broken down by gender, length of service, civil status, and even teaching beliefs. It could be an assurance that in assigning teachers, may it be a new chairmanship, promotion, or position in the educational field, it will suit to what they planned for their careers: They could be people who are happy and prosperous, where they have learned to use their abilities, personalities and motivations and, probably, keep rediscovering aspects of these. If not, frustration will often indicate that the character they have was not considered and used effectively (Eagly and Crowley, 2016; Fogarty, 2020).

All of us go through on moments of self-doubts. Perhaps you would like to do something or behave in a certain way, but are unsure that you could or think you would be foolish to try. It is, therefore, on this premise that this study was conducted.

1.1 Theoretical Framework

This study is based on the personality theory proposed by Henry Murray (1938), who developed a needs system as part of his theory named personology. He claimed that everyone has a set of universal basic needs, leading to personality diversity through varied dispositional tendencies for each lack; yet, certain conditions and requirements are more significant to some.

In this theory, Murray claimed that needs and pressures (another technique component) are combined to create an internal state of disequilibrium. The individual is then compelled to participate in some behavior to relieve the tension. Personality studies should take into account the whole person across their lives. Those persons must be examined in terms of complicated interactions and entire systems rather than individual behavior requirements, and their levels are all part of that knowledge. Murray also claimed that personality and conduct had a foundation of biological (particularly neurological). Each requirement is necessary for and of itself.

Theorized Needs might be linked together, support other conditions, or clash with different requirements. When too controlling behavior pushes away friends, family, and love partners, for example, the demand for dominance may conflict with affiliation.

It also demonstrated that environmental influences influence how these psychogenic demands manifest themselves in behavior. These ecological factors were dubbed "presses" by Murray, and this hypothesis of human personality was proved to be based on an individual's inborn demands and his relationship with his physical and social surroundings. Along with this personality theory of Murray, he and his colleagues identified a partial list of 24 needs. Accordingly, all people have these needs, but each individual tends to have a specific condition level. Each person's unique levels of needs play a role in shaping his/her personality. He declared that needs and motives suggest that one's personalities reflect the behavior controlled by conditions. While some markets are temporary and changing, other requirements are more deeply rooted in our nature.

These psychogenic needs function primarily on the unconscious level, but play a significant role in our personality. The identified needs as one of the two types are the primary needs. These primary needs are the basic needs based upon the physical demands, such as the need for oxygen, food, and shelter. Secondary conditions are generally psychological, such as the need for nurturing, independence, and achievement. While these needs might not be fundamental for basic survival, they are essential for psychological well-being.

Accordingly, Murray's fundamental aspect of his theory is the presence of needs in our lives. There was a distinctly humanistic aspect to his ideas. Thus, it seems appropriate to include Murrays alongside with Maslow's discussion of human needs. This study is further viewed from the lens of Maslow's Hierarchy of Needs Theory, displayed in a pyramid shape and laid out in broad layers. The physiological needs, the need for safety and security; the requirements for love and belonging; the demands for esteem, and the desire to realize the self, are the highest and most basic wants of man, in that sequence from the bottom to the more advanced needs at the top. The lower one is the need for others' respect, prestige, fame, glory, recognition, attention, reputation, appreciation, dignity, and even dominance. The higher forms involve the need for self-respect, including such feelings as confidence, competence, achievement, independence, and freedom. Self-respect, according to Maslow, is a "higher" kind of regard since, unlike other forms of respect, it is more difficult to lose once you have it. According to this hierarchy, people are motivated to meet their basic requirements before moving on to more complex needs.

This framework is consistent with Maslow's principle for developing one's full potential. He mentions this in his book "The Farther Reaches of Human Nature." He recommends that you first: live fully in the present rather than dwelling on the past or worrying about the future; second: make life choices that will enhance growth by taking reasonable risks; third: be honest with yourself and others; fourth: strive to achieve tangible goals in line with your fundamental values; and finally, commit yourself to concerns and causes outside yourself. (Maslow, 1971; Maslow, 1998).

This principle relates to how teachers would affect one's personality in performing one's task. Problems may arise because of variations among other school personnel, especially the learners under their care. But then, as Maslow stated, keep a personality where you strive to do your best, and be firm along the journey of the profession you like to engage. What matters most is taking the risk, making a choice, and committing yourself to those that concern and cause the present situation. The more you work to satisfy what you want and need in life, then you will be highly motivated. Face the challenge of the diverse people in the organization and hold to reach what you want in life. Being fearless to face that diversity is real. Teaching environment could be a sweet challenge to succeed in the profession (Maslow, 1998; Maslow, 2000).

It was highly related to the theories cited in the theoretical framework. It was stated that the purpose of the study was a gender-difference theory. Two opposing hypotheses exist about gender differences. These are the gender-different hypothesis and the gender-similar hypothesis. The gender-different view holds that boys and girls, men and women are unlike in numerous ways. In contrast, the gender-similar theory views that gender is much more alike than different.

This theory reported many differences between males and females. However, she contends that only few differences are pronounced enough to be believable. Consequently, she reports that males and females are more likely alike than different in terms of most measures on average. She accepts only few areas in which she pronounced. Therefore, believable differences exist (Hyde, 2016).

Many people agree that teachers should balance diversity and challenge in their pupils' activities. learners' individuality is respected through a range of activities. Learners' diverse intelligence and learning styles are taken into account. To combat boredom, teachers should ensure that activities during class time are demanding for the learners. When boredom creeps into the classroom, disciplinary problems will arise in the teachers' hands. It would also be true if school administrators do not consider the varied personalities of teachers during conferences and seminar training. Teachers may become bored, noisy, naughty, and inattentive, driving them to have extra chitchat with other teachers in the session hall (Corpuz & Salandanan, 2013).

One crucial theory considered in this study was related to the work personality of individuals. Work personality was based on the concept that one's work personality influences the individual's work motivation level. The kind of personality a teacher possesses is related to what he wants or needs in life. Suppose teachers have a social working personality and are assigned to work on assignments related to social work personality. In that case, they are more expected to enjoy, be highly motivated, perform higher achievement, and be content with their career life. Regardless of the difficulties in dealing with diversity in the educational setting, it is inspiring to read about teaching. If you want your life to have significance, you should devote it to the noble profession of education (Holland, 1996; Bilbao, Corpuz, Llagas & Salandanan, 2017).

During the speech delivered before a selected group of teachers, superintendents, and DepEd officials, one should consider Dr. Josette T. Biyo, the first ASEAN teacher to win the Intel Excellence in Teaching Award in an international competition to wit. "Teaching is not a financially secure profession; it requires you to invest your time, energy, and resources, and it can lead to disappointments, heartaches, and pains. But touching people's hearts and opening the minds of diverse children can bring you joy and contentment that money cannot buy. These are the moments I live for." (Aydin, 2018; Brenner, 2020).

1.2 Research Objectives

1. What level of assessment to describe the personality of the respondents is revealed in the Personality Research Form-E (PRF-E) as analyzed by sex on the following domains:
 - 1.1 Abasement;
 - 1.2 Achievement;
 - 1.3 Affiliation;
 - 1.4 Aggression;

- 1.5 Autonomy;
- 1.6 Change;
- 1.7 Cognitive Structure;
- 1.8 Defendance;
- 1.9 Dominance;
- 1.10 Endurance;
- 1.11 Exhibition;
- 1.12 Harm Avoidance;
- 1.13 Impulsivity;
- 1.14 Nurturance;
- 1.15 Order;
- 1.16 Play;
- 1.17 Sentience;
- 1.18 Social Recognition;
- 1.19 Succorance; and
- 1.20 Understanding?

2. What intervention program could be formulated out of the results of the study?

2. METHOD

2.1 Research Design

Research is concerned with collecting and gathering data that can help answer the questions about various aspects of the society; thus, understand humanity. It was a process of systematic collecting of information about the identified problem, analyzing the data and evidence, or refuting a prediction. Availied in this study was the descriptive survey method of research because the primary purpose of this investigation was to present facts about the personality of public elementary school minority teachers. Their traits were analyzed according to personality scales such as Abasement, Aggression, Autonomy, Achievement, Affirmation, Cognitive Structure, Change, Defendance, Dominance, Exhibition, Endurance, Harm Avoidance, impulsivity, Nurturance, Order, Play, Social Recognition, Sentience, Succorance, and Understanding (Burger, 2018; Calmorin, 2016; Collins and Porras, 2020; Conolly, 2021).

2.2 Research Locale

This study was conducted at Tupi North and Tupi South District, Tupi, South Cotabato. For Tupi North District, six schools were involved namely: Atbangan Elementary School, Cebuano Elementary School, Palian Elementary School, Santos Hill Elementary School, Tubeng Elementary School, and Tupi Central School. For Tupi South District, four schools were involved namely: Akfaon Elementary School, Bunao Elementary School, Lunen Elementary School, and Polonoling Central Elementary School, identified with minority teachers.

2.3 Research Respondents

The study respondents were all the minority teachers of Tupi North and Tupi South District of Tupi, South Cotabato. Eleven (11) schools in the district were involved in the study. Table 1 shows the distribution of respondents by school. Total Population Sampling was employed since the population size was small. The educational administration

and supervision of the Division of South Cotabato had a complete blast development. The division emerged from a strong desire of the majority to stand as one district school division to cater to the needs of the fast-growing number of teachers and students in the Southern portion of Cotabato province.

3. RESULTS

The presentation and discussions of the findings are divided into three parts. The **first part** discusses the five (5)

dimensions of personality where both male and female respondents got a percentage rating describing them to be at the higher average level. The **second part** discusses the dimensions of personality where there are three (3) areas in the female group that obtained a high intermediate level. At the same time, the male counterparts were found to be at the intermediate level only. The **third part** discusses the findings of the twelve (12) dimensions of personality, where both groups were found to obtain a moderate level.

Table 2: Level of Assessment to Describe Personalities of the Respondents by Sex

Indicator	Male N=8				Female N=24			
	Score	Mean	%	Description	Score	Mean	%	Description
Abasement	55	6.88	39	Average	194	8.08	55	Average
Achievement	54	6.75	10	Average	204	8.50	38	High Average
Affiliation	67	8.38	47	Average	214	8.92	51	High Average
Aggression	55	6.88	46	Average	180	7.50	62	Average
Autonomy	50	6.25	16	Average	135	5.63	37	Average
Change	60	7.50	30	Average	183	7.36	27	Average
Cognitive Structure	79	9.88	66	High Average	253	10.54	74	High Average
Defendance	57	7.13	64	Average	164	6.83	61	Average
Dominance	64	8	31	Average	182	7.58	54	Average
Endurance	72	9	27	Average	211	8.79	36	High Average
Exhibition	61	7.63	55	Average	177	7.38	48	Average
Harm Avoidance	81	10.13	74	High Average	257	10.71	63	High Average
Impulsivity	46	5.75	56	Average	121	5.04	35	Average
Nurturance	77	9.63	62	High Average	266	11.08	51	High Average
Order	79	9.88	68	High Average	255	10.63	74	High Average
Play	56	7	37	Average	160	6.67	25	Average
Sentience	47	5.88	18	Average	171	7.13	09	Average
Social Recognition	167	6.96	37	Average	47	5.88	34	Average
Succorance	79	9.88	88	High Average	243	10.13	64	High Average
Understanding	55	6.88	16	Average	203	8.46	31	Average

Cognitive Structure.

On cognitive structure, it could be gleaned from Table 2 that the first area, both male and female respondents got an assessment level of high average rating to describe their personality. The obtained mean score told them that they exceeded the required personality characteristics that teachers should manifest as an average person. It implies that they highly used their logical reasoning or abstract thinking strategies to process and generate information helpful to their school environment systematically. The male group obtained a percentage rating of 66 percent, while the female got 74 percent.

As explained in the literature of Personality Research Form-E (PRF-E), the personality dimension of cognitive structure describes people to be meticulous, exact, and seemed perfectionists. They are individuals who do not like the ambiguity and uncertainties in information gathered. They desire to make decisions based on definite knowledge. They do not rely on what they should do based on guesses and probabilities.

Anent to this, highly ordinary people in cognitive structure dislike the vagueness of information uncertainties. Effective teachers deserve to manifest substantial knowledge. They are the kind of teachers who are more optimistic. Their teachers' preparations make them better teachers. It also makes them seek certainty to avoid ambiguity, where they are more likely to use student-friendly instructions. More than expected, they probably would accept responsibility for teaching exceptional students and are more likely to have realistic expectations regarding teaching. They show confidence that they have more realistic expectations, because they are solid and precise (Charness, Gneezy, and Resocha, 2021; Elfrianto, Dahnil, and Tanjung, 2020).

Generally, people with a high average assessment level to describe their personality in terms of cognitive structure demonstrate being exact, solid, and precise that they become a perfectionist. They ignore false accusations which are not based on reliable information. It implies that they are the teachers who think before they do something. They do not plan things impulsively without gathering enough relevant information where they want to be successful on what they desire (Etheridge, 2020; Gnansis, 2021).

Harm Avoidance.

Harm Avoidance is the second personality dimension where both males and females were on a highly average assessment level to describe their personality. It means that both respondents exceeded what were expected of them in this particular character area. They exhibit high behavior of temperament to face uncertainties and danger. They tend to be highly shy with strangers, where anxiety becomes their behavior. It implies that with the pressure they experienced, feelings of fear and uneasiness might cause them to sweat, feel restless, tense, have a rapid heartbeat. It can be a normal stress reaction. For example, one might feel anxious when faced with a complex problem at work before making an important decision. The male group obtained a mean

percentage rating of 74 percent, while the female got 66 percent in this personality dimension (Altalova, 2021; Garboden and Rosen 2019).

Harm Avoidance also describes this behavior to be not emotionally mature as a person. They are afraid to try things even if they want it because they are afraid to fail. Thoughts of being put in danger limit them from enjoying the organization's challenging activities. Too much fear might be developed, leading to anxiety behaviors (Asch, 2016; Bieniawski, 2020).

Further, both male and female groups feel highly anxious if uncertainties come along their way while exercising their profession. They have personalities to withdraw from dangers and tend always to protect themselves to avoid pain. It led them to become highly careful, seek safety, and become vigilant. To be awake, they kept their own counsel, where they required no reassurance or advice. They make decisions quickly, and they can take care of themselves (Cole and Knowles, 2019; Derlaga, Winstead, and Jones, 2019).

Furthermore, teachers do not become experts immediately. They commit failures and sometimes fall short of the expectations of their students and administrators. But then, with time, many teachers appear to be best after few years. Before they became the best, many experiences of fear of failing the school community's expectations were encountered, but holding on, not to stay on harm avoidance behavior, they become strong and effective teachers (Cruickshank and Callahan, 2018; Diaz, 2017).

It is expected that new teachers would feel anxious in a teaching career. Nevertheless, one should accept that a worried teacher who loves to escape or avoid pain can be toxic and damaging in the workplace. However, someone who is unhealthy and dangerous in the workplace may also exhibit the traits which are potentially charming. Since you still have little control over the nature of the pupils placed in your care, you are well-advised to discover who they are and accept them. It was disclosed that individuals with harm avoidance personalities behaved in their work to have no pretensions in performing their teaching job. They are realistically aware of their limitations. They are not even tempted by vanity or self-importance (Aydin, 2018; Bieniawski, 2020).

With these ideas and views, one should be mindful that teachers should not always stay away from danger. Teachers should remain relevant and exciting. They don't like to escape or avoid pain, injury, and death. On the other hand, life is made up of gladness and pain. Life and career skills as divulged embrace flexibility and adaptability. They should demonstrate leadership and responsibility. Being high in harm avoidance personality, they need to be experts in social and cross-cultural skills. They should not ignore the fact that teachers should have the initiative and self-direction. Still, to become effective teachers, they need to admit that teaching is a career where they are continuously exposed to people (Curpoz and Salandanan, 2016).

Nurturance

The third dimension of personality where both male and female respondents obtained a high average rating is nurturance. It means that the respondents, as teachers, can provide emotional and physical care to their learners and other community members more than enough as expected. In this personality dimension, the male group obtained a percentage rating of 62 while their female counterpart got 51 percent.

According to the Personality Research Form-E (PRF-E), this personality dimension reveals sympathetic, paternal, and encouraging behavior. It means that these teachers are benevolent, maternal, and charitable. It implies that they give comfort and assist their learners and others whenever possible. They show interest in caring for children, as well as the disabled. They also offer a "helping hand" to those in need and readily perform favors to others more than what is expected of them.

These findings affirm the psychological thoughts of the idea that nurturance personality shows the behavior of individuals who are willing to perform favors for others and give sympathy and comfort. They are these individuals who wanted to assist others whenever possible and who would offer a "helping hand" to those in need. Just as explained, they also shared some ideas and are characterized as sympathetic, caring, and protective (Gnansin, 2021; Soares, 2019).

Although both male and female respondents are nurturing or caring, female teachers' classrooms are warmer, more nurturing, and task-oriented. Reports similarly on gender difference revealed that female teachers are more tender-minded, pupil-supportive, and less authoritative than males. Another study found that male teachers of younger children are anxious about Math. It is believed that boys are better than girls in that subject (Cruickshank et al., 2009; Coulter, 2017; Wortel, 2016).

Order

The fourth dimension of personality, where both male and female respondents were described on a highly average assessment level, was in the area of order. Both respondents have high abilities to manage their classrooms effectively and efficiently. They could arrange their lessons and visual aids to a particular sequence or method as called for by their subject matter. It was found that the male group obtained a percentage rating of 68 percent, while their female counterpart got 74 percent (Santrock, 2018).

Order as a personality dimension shows behavior of the teachers for being consistent, disciplined, and well-organized. This personality exposed behaviors to be tidy and meticulous. They systematically schedule activities where they appear to be perfectionists, deliberate and defining. If there were questions asked, they answered all of them thoroughly. They always tried to keep their classroom and surroundings neat and clean. It implies that teachers do not like clutter, confusion, and lack of organization of essential documents. They were interested in developing methods of

keeping their classroom materials organized methodically (Brenner, 2020; Greear, 2021).

The classroom is the place where the action takes place. The teachers are the actors and actresses who impart knowledge, where students are provided with learning experiences that help them improve from non-readers to readers or non-computer literate to computer literate. However, effective teachers should always keep in mind that order should be maintained during instruction time. Teachers should have recognized that to be effective in using a variety of nonverbal, instructional approaches and types of assessments should be highly organized. Acceptance of recognizing variability should be kept in mind that it is closely related to students' learning, probably increasing education by helping students remain more interested and engaged (Salandan, 2017).

Relatedly, an order's highly average personality dimension indicates that they are the teachers who believe that they are capable instructors. This group of people with this personality can organize and execute teaching systematically. They are found to have better planned and organized activities that are more likely to be interest-focused on their students, are more trusting, and are better satisfied with their teaching. Further, the analysis points out that a strong personality in the area of order was organized, careful, and disciplined. Classroom management emphasized discipline. These have to do with the specific actions of teachers or others who respond to a student who disobeys a reasonable classroom or school rule (Cloninger, 2019; Conolly, 2021).

However, surprisingly, this approach does not seem to work. Teachers obsessed with disciplining students who neglect instructional preparation in favor of total control tend to end up with more control problems than well-prepared teachers who focus their efforts on helping students achieve academically. This idea confirmed that this might be because teachers, especially novices, frequently believe learning cannot occur until the classroom is organized and the students are under control. They focus their time and energy on controlling students rather than on teaching-learning processes (Brophy and Evertson, 2016; Dollard, 2016).

Correspondingly, concerning the behavior of being orderly and the love of being organized at work, they are the teachers whom students find most enjoyable and helpful. They provide instructions that lead them to a clear understanding. Their instructional clarity is achieved through logical organization, identifying and reinforcing main points using good examples to elaborate, monitor, and correct (Brophy and Good, 2016).

Findings and discussions of these dimensions of personality describe order as an individual's personality who loves to organize things—thinking about a character in terms of the "big five" factors that order as a personality is related to one of the main dimensions of personality: conscientiousness. Conscientiousness describes an individual to be organized, careful, and disciplined on the good side. The character actually could best describe an effective teacher. Remember that teaching is a science; therefore, it implies that it should be

done logically and orderly. It should be goal-oriented where all the instructional strategies are geared toward achieving the goal. All parts of imparting the lessons should be congruent to achieve mastery of the studies (Calmorin, 2016; Good and Lavigne, 2017).

Succorance

The fifth dimension where both male and female respondents obtained a high average rating on assessment level to describe their personality is on succoring. It means that they are the individuals who are highly seeking for help in their lives. They have their needs to be satisfied by someone or something. It implies that they are dependent on people. They are the teachers who strive for nurturance and care from co-teachers and others for help. They more often need love, forgiveness, and consolation. The male group got a percentage rating of 88 percent while their female counterparts got 64 percent, giving a difference of 24 percent in favor of the males.

Teaching is a complicated job. It is just normal that teachers often need help as support. Effective teaching is not like the "one size fits all" sock due to the complexity of teaching and individual variations among students. In this situation, the teacher must master a variety of perspectives and strategies and be flexible in their application. To be successful requires the critical ingredients of professional knowledge and skills and commitment, motivation, and care. With these requirements, teachers' working environment demands frequent consultation and strives for sympathy from the school community to where they belong (Ducksworth & Seligma, 2016; Drucker, 2016).

It can be noted that although both groups of respondents obtained a high average rating in the area of succoring personality, analysis of their percentage rating exposed that the males have a higher obtained score. It could mean that they were the groups of respondents who are more after the feelings of being helpless and have more insecurities compared to their female counterparts. It implies that by putting the two groups of respondents equal, the male group tends to seek protection, sympathy, and advice from others more often. It might happen where stereotypes show that females are better than males in helping rather than seeking help, but they emphasized that it depends on the situation. (Blakemore, Berenbaum and Liben, 2019).

Along with this idea, females are more likely to volunteer their time to help the children than ask for help with personal problems. They are engage in caregiving behaviors than man. However, in situations where males feel a sense of competence or danger, they are more likely to help than have the desire to acquire help (Eagley & Crowley, 2006).

Results also imply that students' diversity constantly challenges the teachers. How to take this diversity into account in school is a significant challenge. It points out that the teachers could often ask for help and assistance from their co-teachers or administrators. It is a known fact that the public-school system operates and is organized under a

bureaucratic structure. What teachers do in the field is under the government officials' supervision. The curriculum offered the teaching strategies, evaluation procedures, and promotion of students. Teachers are all dependent on the government educational system. Sometimes, the teachers feel that updating themselves on this different requirement to excel becomes costly, driving them to frequently ask for assistance from people around them. Sometimes helplessness and dependence are experienced, and high feelings of nurturance are desired (Salandanan, 2017).

The outcome of the data gathered also demonstrates that when the teachers are highly average in the succoring dimension, they need more than enough love care and attention from others. It was acknowledged that the teachers working in a community. The need for belonging inspired them to work hard and expected to gain the support of the parents. They tried to have fun with them, and they functioned centered on building relationships and connections. Furthermore, they sought help from others more often. They tried to be caring and sensitive, and empathetic. In doing so, the teachers tried to have good strategies in helping the students become self-motivated to learn (Garboden & Rosen, 2019; Hyde, 2016).

Succorance personality has the desire to acquire the help and support of others. As teachers come and go, they frequently ask for help from their superiors. They become dependent on what the school system requires, and continue education is necessary. Pope Paul VI reminded us that as his holiness, "Do more, have more to be more." Bear in mind that one cannot give what one does not have (Murray, 1938; Bilbao et al., 2017).

These imply that as a teacher, one has to strive for excellence. One has to commit to moral, ethical, and religious values. Dedicate oneself to public service. Furthermore, teaching is an unending profession, that needs help. We are seeking help to reach mastery and excellence. One has to collaborate and interrelate with others from all walks of life.

Discussion of the findings presented in Table 2 further reveals the personality dimensions where male respondents got highly average level and the female counterparts. As seen in the results, analysis shows more dimensions of personality where the female group obtained an assessment level of high average compared to their male counterparts. Aside from the five (5) areas, both have an equal descriptive rating of highly average in the areas of achievement with a mean percentile value of 38 percent, affiliation with 51 percent, and endurance with 36 percent.

Achievement

With the assessment value of a high average rating in achievement, female teacher respondents tend to exceed to the expectations of what a regular group of individuals should manifest in their behaviors. It shows that the PRF results describe the female respondents as teachers who could do things successfully through their efforts, with their courage and skills to reach what they wanted to attain compared to the males. Individuals who obtain a high average assessment rating

in this area describe their ambition needs. It is further elaborated that the need for achievement represents an individual who often expressed behaviors of succeeding in the goal they wanted to achieve. They usually are successful in overcoming obstacles. However, sometimes, people of high achievement become ambitious, which turn them into exhibitionists whose desire become extreme that it could shock and thrill other people. It made the female group in high level of achievement compared to the male group on average level (Jackson, 2017; Karmin, 2021).

In addition, individuals manifesting this personality display high standards in their jobs and are willing to work toward distant goals. They are purposive and capable of competition, which is often reflected in their students' achievements. During students' interaction in the classrooms, teachers with this personality show positive participation and have better student academic achievement. All of them are recognized regardless of their socio-economic background and gender preferences (Darryl, Shorey, Yong, and Ying, 2021).

Teachers with high personalities related to achievement also have high standards concerning their jobs. They tend to maintain "warmer" classrooms more often and are more tolerant of misbehavior. Furthermore, in the classroom with female teachers, students are more likely to initiate a questioning behavior, give more incorrect answers, and take the risks of guessing answers. Active interactions and positive participation are encouraged where female teachers seem to praise more frequently and are more likely to provide the correct answers when students can't and don't. It could not be denied that, at present, in most of the district schools, there are more female school administrators (Kleeman, 2019; Rychlak, 2019).

Affiliation

Moreover, data reveal that the female teacher respondents obtained a high average rating describing their personality in the affiliation domain. Compared to their male counterparts, they got an average rating describing their nature in this domain. They obtained a percentage rating of 51 percent, while their male counterparts got 47 percent which is an average rating.

These data reveal that the female group tends to be more highly satisfactory in this personality dimension than the male group. It means that the female respondents more often displayed actions to connect or associate with the members of the teaching force where they are presently assigned and the community where their schools are located. As revealed in the PRF results, female respondents seemed to be more cooperative, sociable, friendly, and good-willed than their male counterparts. It implies that the women tend to be more gregarious, companionable, hospitable, and warm. They enjoy being with friends and people in general. They readily accept people in the organization, try to make efforts to win friendships, and maintain an association with people. They tend to be more sociable and love to be more lively and happy. Students find them to be teachers who are with greater confidence. They have more self-assurance in their

teaching skills and probably will perform better in the classroom than their male counterparts (Staw, 2016; Stipek, 2021).

Moreover, the female respondents were found to be higher on average in the personality dimension of affiliation than their male counterparts, who were on the intermediate level. The female group has a strong desire to have personal relationships with others. Teachers like this manifest the urge to form friendships and attachments, join organizations, and enjoy social gatherings. Some experts declared that students found them caring, happy, and full of enthusiasm. These characteristics, as stated, were found to be what students like best of how teachers should behave during the instructional activity. They found them exciting and motivating compared to the male group (Woolfolk, 2016; Wortel, 2016).

An individual with enthusiasm is one of the qualities teachers as leaders should possess to an exceptional degree. It was declared that a person with an endurance personality must have confidence. It makes a teacher influence the teaching process. Genuine interest and enthusiasm are essential traits of a good teacher.

Enthusiasm is a form of persuasiveness that cause the learners to become interested and willing to accept what the teachers attempt to accomplish like other human emotions: laughter, joy, and happiness. Henry Truman once said, "The successful man has enthusiasm. Good work is never done in cold blood; heat is needed to forge anything. Every great achievement is the story of a flaming heart" (Manning & Curtis, 2018; Collins and Porras, 2020).

Lastly, female teachers have higher average in the personality dimension of endurance. Compared to their male group counterparts, their obtained percentage rating on endurance is 36 percent. In comparison, the male group is 27 percent showing them to be on the average assessment level on this personality level. Male teachers obtain an average rating in endurance while the female teachers have high endurance.

These results reveal that the female teachers manifest high feelings of power to endure or tolerate unpleasant or difficult situations that come along their way. They have strong determination and perseverance to survive in complex challenges they may encounter in their teaching career. It implies that female teachers tend to stay better at the difficulties encountered in their teaching careers than their male counterparts.

As revealed on Personality Research Form (PRF) on this dimension of personality, data show that the female respondents seemed to be highly persistent, determined, and enduring compared to their male counterparts. In times of problems in their career lives, they remained steadfast, persevering, enthusiastic, and tireless and have the stamina to face them. They feel energetic and sturdy and they are willing to work long hours. Compared to their male counterparts, they do not give up quickly on a problem. It implies that they could face significant difficulties in their career to stay as teachers

forever. They show patience and unrelenting work habits. They are not afraid to fail to become better.

In summary, the female respondents scored high average ratings on areas of personality dimensions: achievement with a percentage rating of 38 percent; affiliation with a percentage rating of 51 percent. In endurance with a percentage rating of 36 percent. Compared to their male counterparts, the percentage rating obtained in the personality domain of achievement is 10 percent, affiliation with a percentage rating of 47 percent, and endurance with a percentage rating of 27 percent. These ratings reveal that the male respondents are average in these three areas of personality.

These results in the PRF (1974) reveal that the female respondent scored high average in these three personality domains compared with their male counterparts. In these areas of personality, it is manifested that the female respondents obtained a mean score describing them to get a rating that exceeded to the required personality characteristics teachers should display in a standard-setting or ordinary people. The result implies that they are doing things successfully through their efforts, courage, or skill to reach what they want to attain. Their actions showed connections or associations with the members of the teaching force or organizations in the community. Furthermore, they satisfied the need to be involved or belong as a school organization member. Lastly, they showed feelings of the power of enduring or tolerating unpleasant and difficult situations with perseverance and determination more compared to their male counterparts.

Next is the third part, the discussions of findings of the dimensions of personality where both respondents obtained percentage ratings describing them to be on average level. It means that they exhibited actions relating them to have shown enough needed behaviors required of them in a typical setting as teachers in these dimensions. It implies that as teachers in these twelve (12) areas of personality, they acted and manifested behaviors required as expected of them. They do not deviate from the average requirement.

Abasement

Results reveal that abandonment was the first dimension of personality where both the male and female respondents obtained an average assessment level to describe their nature. It means that they show just enough voluntary actions to ask forgiveness of the wrongdoings they have done as required of them in a standard-setting. The male group obtained a rating of 39 percent, while the female group got 55 percent.

Abasement as a personality describes persons who find themselves confused, degraded, and shamed. They felt less deserving of respect. As explained in a narrative of Personality Research Form, they are the people who showed behaviors of surrendering and submitting to others. They accept blame and punishment.

However, as part of a system, it might be expected that surrendering and willingness to accept mistakes manifest love and respect for authorities. It is just like how human beings, by nature, never stop asking forgiveness from God for the wrongdoings committed because we love and trust Him. It is a personality that tends to confess and apologize for the transgressions done to show the need for power. They tend to center on their lack of independence (Murray, 1938).

When in fact, according to some experts, there is no harm in accepting one's mistakes. What matters is to learn lessons from the mistakes. An emotionally mature person shows a willingness to admit mistakes. If one fails, what he can do is try again (Ach, 2019; Barrett, 2019).

Abasement as a behavior of teachers implies that in exercising one's profession, they tend just enough to meet the expectations of their students, administrators, and even their parents in the community. However, willingness to accept being just sufficient to meet the expectations could lead them to become masters of their chosen careers. It implies that they have a bigger room for showing up openness to suggestions to learn and grow better in the profession. It could empower them in the later years of becoming experts and may also become leaders in the job.

Aggression

The second dimension of personality where both respondents are found on the average level of assessment to describe their nature is aggression. It means that if they are exposed at times to a typical setting environment, they tend to insist on what they want, that sometimes they display manners of hostility. The male group on this personality dimension obtained a percentage rating of 46 percent, while the female group is 62 percent.

Psychologists describe this kind of personality to like battles and arguments. They are quickly annoyed and even, at times, willing to hurt other people to get away. Some even confirmed that this person showed behavior to attack and fight. They become malicious that can break humans among others in the organization. As demonstrated by the results, the respondents manifested just enough of what was expected to be aggressive (Frogarty, 2020; Jackson, 2017; Karmin, 2021; Engler, 2011).

Regardless of how aggressive people are, aggressiveness could also be helpful in the organization. Experts brought to light that if a member of an organization exposed feelings of hostility and showed to be insisting on what they wanted, this only exhibited manifestations of the language that they needed someone to hear and understand them. As explained too, in the PRF literature, it is normal for human beings to react and insist on what they think as long as it is done in a friendly and cordial manner (Newstrom, 2019; Robbins and Judge, 2016).

Being found out that both groups are found on an average level to describe their personality in this dimension implied that they show just enough courage in attacking and ridiculing behaviors in revealing their ideas during discussions. They seemed to display average manifestations of their behaviors in an

expected forceful manner to overcome who their opponents were. They tried to assert just what was enough of what was expected of them to control and take revenge and punish their opponents. After all, educational institutions are expected to be peaceful learning venues where people are assigned to empower students to become persons they are capable of becoming.

Autonomy

The third dimension where both male and female respondents are found to average to describe the assessment level of their personality is Autonomy. The respondents have a state of independence focused on their self-determination and achievement on a moderate level. They are people who need to break themselves free of constraints, want to resist coercion, and dominate authorities. The male group in this area of personality obtained a percentage of 16 percent, while the female group is 37 percent.

This personality describes them as people who enjoy being unattached or tied to people, places, or obligations. That they are individualistic kind of people. Individualistic people are freedom-loving people who love personal independence. They are uncomfortable with close supervision. Assignments that allow much freedom as possible are ideal for them. They assumed that they had the desired ability and could accomplish the work. Furthermore, they love to become independent (Brown, 2018; Kleeman, 2019; Manning & Curtis, 2018; Engler, 2021).

Being average in this dimension of personality implies that people in the organization have just enough realization that life is a progression of social roles and has to be moderately insisting on choosing their parts. As a teaching member of the school to grow in the profession, they need to go away occasionally and think. To become effective teachers, they should thrive best through personal experience and self-discovery of their present occupation. As individualists, after all, they are primarily interested in here-and-now experiences and living fully in the moment.

Regardless of how willing this kind of people to become independent to work on their own, they could not break away from supervision. As a part of the school system, administrators appreciate the individuality of the teachers, but they still should be under his leadership. Management should observe whether the teachers had expertly accomplished their roles during the teaching-learning activities. They should do as expected whether they can develop the learners' thinking skills. They should also be observed whether they considered theories and principles of human development. They should also be supervised to determine whether they can design learning activities appropriate for learners to enhance their thinking skills to observe their awareness of the concepts and principles of individual differences, self-esteem, motivation, and control of the learning environment (Brenner, 2020; Brophy & Good, 2016).

Change

Results presented in Table 2 showed that both male and female respondents obtained average assessment levels to describe their personality in the area of change. The male group got a percentage rating of 30 percent, while their female counterpart got 27 percent. This result meant that both groups satisfactorily showed the act of adjustment. They kept modifying their behaviors regularly to adapt to their school environment as expected of them. The personality dimension of change of the respondents describe those who dislike routine and avoid it. They are the individuals who like new and different experiences. They are the persons who readily change their opinions and values in other circumstances and readily adapt to variations in the environment. They seemed inconsistent, flexible, adaptable, and innovative (Kleeman, 2019; Zhu et al., 2019).

It implies that this personality describes individuals who are open with the belief that nothing is permanent in every human life. As they struggle in life, change is not impossible to happen, as explained in the Personality Research Form-E (PRF-E). Some alterations may occur in life where behavior adjustments are essential with the change. It hinted that students' variability is a fact nowadays. Recognition of this variability is highly needed for teachers to consider during instruction. Since they may have little, if any, control over the nature of the pupils placed under their care, teachers are advised to discover who they are and accept them as they are. They should adapt and change to recognize diversity, considering whether it is economical, cultural, gender, or motivational and some others (Causton & MacLeod, 2020; Collins & Porras, 2020).

Further, change is an exciting process that encourages innovation, develops skills, and leads to better instructional opportunities. As teachers, it is accepted that students as human beings keep changing. Experts support this idea, stating that yesterday's children are different from today. According to John Dewey, if teachers will teach them as that of yesterday, we rob this child of tomorrow (Good & Brophy, 2013; Gines et al., 2015; Curpoz & Salandanan, 2016).

Further analysis implies that change is inevitable in the work of teachers. These needs teachers to remain relevant and exciting. They must possess 21st-century skills. In as much as that, both groups of respondents obtained average ratings describing their change in one of the dimensions of personality evaluated, implying that there is still a large room for them to continue improving their abilities and skills. To cope with the needs of the time, teachers must improve their communication skills, learning and innovation skills, information, media, and technology skills, as well as their lives and career skills to survive in this 21st century to be able to contribute to the development of 21st-century learners (Curpoz & Salandanan, 2016).

However, change must be kept in mind that it could affect one's personality. Situations may vary to confront change. Thus, needs of better coping and adjustment are essential. A professional individual may meet the difference in their personal choice and responsibility. This situation suggested that administrators and authorities be mindful that evolution

has a beneficial effect on teachers. Thus, they need to understand how change could help teachers effectively work with it rather than run to another way when change presents itself in one's teaching career (Brenner, 2020).

Experts focus their attention that people cannot change their personalities, which are primarily stable and inherited. But a review of recent research in natural science points out the possibility that personality traits may change through persistent intervention and significant life events. This shows that negative behaviors can be intervened through training and furthering one's education (Robbins & Judge, 2015).

Defendance

Table 2 further reveals that the assessment level describes the respondents' personality in Defendance. In this dimension, both male and female respondents are found on the average level, where the male group obtains a percentage rating of 64 percent while the female group is 61 percent. This result means that the respondents possessed this behavior just good enough to act in a particular situation. It describes the respondents as human beings who wanted to protect themselves from abuse. It implies that individuals tend to stay away from being abused by others where they seem to become defensive.

These were lifted up concerning the writings of Murray (1893-1988) that persons with this kind of personality have a motivational state arising from the need to defend the self from criticisms. Personality Research Form-E (PRF-E) explained that during some situations as called for individuals tend to protect themselves against attack or blame. They need to feel secure rather than be ridiculed or criticized. When these situations happen where school authorities become abusive of power, teachers tend to display maladaptive behavior.

Defendance is a personality where one tends to hide their failures. These persons feel threatened and become defensive. As she pointed out during this situation, human beings need help. With these feelings, they become strong and brave to face why they failed and were criticized by their superiors. These might be the results of unpleasant experiences acquired during their formative years and extended to persist up to adulthood.

This area of personality where one tends to protect oneself implies that human beings want security needs. They want to feel secure and defend themselves because they need assurance that their jobs are not subject to change. As a result, there is a concern for the benefits of a protective nature. There is also a need for a sign of stability from upper management (Engler, 2018; Manning & Curtis, 2018).

Dominance

In the next dimension of personality, both male and female respondents obtained an assessment level of average to describe their character in the area of Dominance. The male group gets a percentage rating of 31 percent and 54 percent of the female group. Dominance is a personality where an

individual tends to control other people through a command or subtle persuasion. It means that teachers tend to maintain their environment, especially their classrooms. It implies that psychologically being dominant characterizes a person's feelings of control and influence over his life circumstances rather than feelings of being controlled and influenced by others or events.

A concept that a teacher's personality needs may be particularly influential when deciding how they will teach a particular lesson or lessons. If teachers feel the need to dominate, they may choose ways of teaching that put them at the front and center, such as presenting or lecturing. If affiliation is their goal, then they may be prone to use discussion (Corpuz & Salandanan, 2016).

As explained in the Personality Research Form-E (PRF-E), dominating personality enjoys the role of a leader. They are characterized as governing, controlling, and commanding. This personality tends to manage and to direct. They are individuals who tend to think of superiority or being powerful and influential over others. However, Dominance is a personality that tends to become unhealthy when there is no mutual respect or understanding between the partners involved. When there is Dominance, there should always be clear boundaries and communication (Coulter, 2017; Eagly & Crowley, 2016).

Experts shared that one should know how to determine the signs of controlling behaviors to protect and retain wholesome social relationships. Controlling behaviors are easily distinguished because they are the people who insist on how things are done their way. They often insist everyone to do things as they expected, even minor issues that are a matter of personal choice. They refuse to accept blame. They need to be the center of attention. But good enough, the respondents are found on the average level to possess these behaviors (Robbins & Judge, 2016).

Exhibition

Following is the area where both male and female respondents are found to be average on the assessment level describing their personality is the exhibition dimension. The male group gets a percentile rating of 55 percent, while the female group is 48 percent. It shows that the respondents obtained a mean score describing them to get a rating that is expected of what was just required about the personality characteristics of exhibition expected of them as an average person. It means that the respondents have a personality where they have dispositions of a tendency to draw attention to themselves. It implies that they wanted to notice and to attract attention. They tried to stand out to be visible. An exhibition as a dimension of personality describes people who tend to impress others even if what they have done or said is shocking. They preferred to catch attention by showing unacceptable behavior (Ravitz, Becker & Wong, 2018).

Exhibition personality refers to individuals who tend to think superiority is powerful and influential over others. Being significant as teachers over their students is a good leader's

behavior inside the classroom. An effective leader inside the classroom is an effective teacher who can influence their students to understand what they are learning for better academic performance. They know their subject areas very well and can present lessons effectively (Engler, 2021; Salandanan, 2017).

The exhibition is a dimension of personality that describes them as those who may enjoy being dramatic and witty. Furthermore, displays appeared expressive, demonstrative, and funny or humorous. These characteristics define them as cheerful too (Causton & MacLeod, 2020; Khapora & Svensson, 2016).

Students highly like cheerfulness. They tend to appear well-groomed with a cheerful disposition and speak in a well-modulated voice. School administrators should be reminded that exhibitionists could also be showy, pretentious, and immodest. They are attention-seekers and like having an audience. Thus, if they fail to satisfy this need, they manifest attention-getting behaviors. Attention-getting behaviors are among the most common forms of infractions and destructions in a school environment.

Furthermore, discouraged and attention-getting individuals seem to have logical ways to find their place in the organization. Those who believe they have little to offer in the course of constructive contributions instead choose to be naughty. They feel accepted only when they are noticed (Santrock, 2014; Robbins & Judge, 2016).

Experts assert that these ideas often imply that authorities in the organization often use a mild form of punishment to curtail attention-getting behaviors, like verbal reprimands, loss of privileges, and various forms of retribution to induce a think-twice-before-you-act mentality. Reprimanding the person often gets immediate results but at the same time, being charged triggers them to get more attention. Social privations as a disciplinary measure may not be that effective, too, so is paying no attention to that person. Further, the administration can also ignore those attention-getting behaviors. With the help of school officials, they can plan how to ignore misbehavior. These can help extinguish all support for the unwanted behaviors (Goddard, Hoy & Hoy, 2019).

The more appropriate solutions would be to find ways to channel attention-getting behavior into constructive and worthwhile activities. They could be asked to do simple and non-academic ways to be helpful. Authorities should be resourceful in ways to give them a sense of accomplishment. By successfully getting attention through responsible participation, the person can experience achievement. Secured in their achievement, former attention-seekers are no longer compelled to seek proof of their social acceptability (Greear, 2021).

Impulsivity

The dimension of personality where the respondents are found in average assessment is in the area of impulsivity. The

male group gets a percentage rating of 56 percent while the female group is 35 percent.

This result means that the two groups tend to act just enough to be good at something without thinking at the level of what was expected of them. It implies that they needed to be reminded that they should have to think before they take any action. That, they should do something with proper planning as expected of them. As a result, it is a consolation that they possess these character traits just enough of what was required of them in a normal situation. As people who are thinking individuals, they should do things as they are expected to do.

Teachers should develop personality and character traits. Thus, in planning their lessons, they should think and consider what teaching strategies are appropriate to their group of learners. They do not rush and do things without proper planning. Especially during students' evaluation, some believe that impulsivity in measuring academic achievement without proper planning just for doing it is harmful. It is also true to build good relationships with their pupils in the classroom. Teachers should not impulsively act on any issue. Others insist that good lesson planning enables teachers to teach well and enables students to engage actively in classroom activities where they learn more in reading for higher student achievement (Ormrod, 2021; LoGerfo, 2016).

Play is the next dimension of personality being evaluated in character Research Form-E (PRF-E), describing the assessment level of average. The male group obtained a percentile rating of 37 percent in this area, while the female group is 25 percent. It means that both groups have a moderate display of knowledge on how to intrinsically motivate their activities and lessons to teach so that it could bring their learners a recreational pleasure. It implies that respondents tried to get students to enjoy the subject they teach. They structured their lessons to be goal-oriented, just as in a game.

Play as a dimension of personality describes individuals who love to direct activities. They want to laugh and relax. They tend to enjoy what they are. In fact, among the top teacher characteristics, the students deemed "very important" are teachers who have a sense of humor, are funny, relaxed, and friendly as those who praise and encourage their students. It could make them feel that learning is fun and that a happy exchange of ideas comes in (Engel, 2021; Zamorski & Haydn, 2018).

Results explain that play is one dimension of personality both groups possess on average level. They manifest this behavior as what was required or expected of them. Play as one of the dimensions of personality describes an individual who loves doing many things just for fun. They maintain a light-hearted and going-easy attitude towards life that makes them jolly and playful and enjoy giving jokes.

Research conducted shows that the most-liked characteristics students loved their teachers because they know how to crack jokes and make funny illustrations of their lessons that make them maintain focus on the reading taught. An organization

composed of fun-loving, mirthful, and gleeful makes the work environment joyful and can lighten workloads. Moreover, they feel that doing their job is more accessible as if they are just in a game. Experts agreed on this when they declared that play enhances and enables wellness across life in a holistic way. As Pringle states, "happy teachers produce happy students." The happiness they claimed is the secret dream of anybody in life. Happy people tend to do positive dispositions in life (Casco, 2017; Fukuyama, 2018; Santrock, 2019; Newstrom, 2019).

Sentience is the next dimension of personality where both the male and female respondents obtained an assessment level of average rating. The male group gets a percentage rating of 18 percent, while the female receives 9 percent. It means that they are good enough to show openness to experiencing the feelings and sensations in their educational environment. It implies that they tried to teach their lessons to be unique to their students. They considered interest and respect for students' feelings about their teaching subject.

Further analysis of the results show implications that having feelings and sensations is just normal to human beings. Teachers are human beings who are thinking, feeling, and growing individuals. Thus, each human being can feel and have sensations of things around them. It shows that both groups are good enough to develop their lessons according to students' needs where they could feel the importance of what they learn. They exhibit solid sensory appeal that makes them appealing and passionate (Newstrom, 2019).

This finding was supported by experts when they stated that persons with Sentience personalities maintain aesthetic views of life. They are people who enjoy life, are sensitive and feel alive to impressions and find joy in sensuousness. They are characterized by their gratification of senses (Jegedy, 2016; Iryna, 2018; Engler, 2021).

Teachers' personalities may also have made the school administrators realize that when supervising these teachers, they are mentors who impart their lessons considering awareness relating to their subject matter about the senses or sensible objects. They are also responsive, sensitive, and discriminating. They are teachers who are keen observers. They recognize the importance of the body's senses as an essential part of one's life. As guidance experts stated, utilizing the body senses demonstrates the importance of developing three skills not only for administrators but especially the teachers: observation, listening, and communication skills (Han, 2021; Javed & White, 2019).

People with sentience personalities on the average level are just good enough trying how to deliver their lessons so that they can achieve a good life to be emotionally and intellectually healthy. As guidance experts have reminded us, lessons that could touch the learners' feelings and stimulate their sensations could make classroom learning experiences more exciting and memorable. That "knowledge starts from the success." Nothing enters the mind unless perceived by the senses (Santrock, 2019).

Social Recognition

The eleventh dimension of personality, which both male and female respondents were found to be on an average level, is social recognition. The male group obtained a percentage rating of 37 percent, while their female counterparts is 34 percent. Social recognition is an area of personality where individuals have feelings of a need to be awarded for good things done. It implies that they are people who work for approval and praise from others. The personality of social recognition describes individuals who want to be held in high esteem. They desired recognition by getting acquaintances. They are the persons who work for approval and praise from others. However, they are worried about character reputation and what others think (Connolly, 2021).

This result intends to convey that, as social beings, teachers wanted to receive rewards for their efforts. Once recognized, this could encourage them to perform better, manifest expertise as required. Feeling recognized and being rewarded could serve as a motivation to show off expertise in teaching. Teachers needed recognition to gain approval and social status. It is reminded that the social climate in a school setting could help affect motivation to perform an outstanding job (Santrock, 2014; Salandanan, 2017).

Outcomes also imply that a comfortable work environment provides the ideal climate for employees to accomplish their jobs and focus on the organization's interests. Management support for employees' work has a psychological effect on feelings of participation and task involvement; if status and recognition needs are met, they become strongly motivated. Their drive to work hard is awakened, making them strive to become outstanding workers (Newstrom, 2014).

Further analysis of the data reveals how vital social recognition is as one dimension of personality. Considering teachers as social beings, distinction matters. Award supports, validates, and encourages educators to continue doing what they do best in engaging and enriching students' lives. It is a significant source of motivation, and when it's a company habit, it becomes the backbone of an inclusive and collaborative working environment (Woolfolk, 2016).

Furthermore, people perceive themselves through the eyes of others. In other words, how we view ourselves is shaped by how we think we appear to others and how we think others judge us. The importance of recognition lies precisely on how others see us and is a necessary step in forming an understanding of what we are. Narrative in the Personality Research Form-E (PRF-E) asserts that social recognition describes personality characterized as approval-seeking, socially sensitive persons who behave appropriately, seeking respect for better impressions. Moreover, teachers are social beings who do not live in a vacuum. They live in a society. They are part of the society. Culture influences them to the extent that they allow themselves to be affected by it.

Therefore, it is accepted that their thoughts, values, and actions are somehow shaped by events and people they encounter. They, in turn, help shape the society, which includes its

possibilities, its people, and its destiny. They never stop struggling with recognition, which helps them develop self-esteem, bringing them genuine respect for their abilities to achieve and thrive. They are somehow led into building self-efficacy, where they realize how they feel about their ability to function in different situations (Corpuz, 2021).

Understanding. The last dimension of personality where both male and female groups obtained an average rating assessment level to describe their characters is understanding. The male group got a percentage rating of 16 percent, while the female group was is 31 percent. It means that these respondents were sympathetic to their students in their lives as teachers. They appeared to be compassionate and considerate of what was expected of them.

Understanding as a dimension of personality is to seek comprehension. To seek awareness, describe someone who can notice and understand things clearly. It manifests an act or action of grasping the intellect. One thinks deeply about what the situation he experiences is about. As teachers, one should understand the work environment he is presently in. Understanding teachers are effective because they care about the children enough to accommodate their endless diversity. What works are adapting instructions to students' diverse backgrounds and needs, an approach that determines how each child learns and then finds instructions that meet those needs (Engler, 2021; Snowman & Biehler, 2016; Wang, 2018).

These imply that understanding as a personality dimension is strongly related to perseverance and information-seeking. Experts manifest the trait just enough of what was expected where conscientiousness described them to be determined and focused. They know when to work hard to get it and efficiently apply what they find. Individuals with understanding personalities tend to be organized, sensitive, sympathetic, and considerate. These employees are careful and disciplined (Sanrock, 2019; Newstrom, 2019).

The results, where both male and female respondents were described to have average assessment levels of these dimensions of personality, gently show that their understanding behaviors are just enough of what was required as expected of them to behave in a typical setting.

It implies that maybe authorities need to find interventions to improve them in some areas of personality. There should be programs or activities where they will be helped to understand and judge situations clearly and use their understanding not only for their advantage but especially for their students and the school community they work with. Furthering their knowledge about different teaching strategies and their skills in evaluating learning outcomes would help.

Generally, a discussion of the findings showed that diversity is a reality in the educational system. It implies that it is not the students who are diverse in school, but the teachers. It exposed how interesting are human beings. Human beings

are born equal, but as soon as they struggle to reach what they want, they encounter varied experiences, live uniquely in their respective communities, and are reared by their parents in particular ways different from others.

These were proven true with them exposing that the respondents are found to differ in the assessment level to describe their personalities. Some were on the average level, while some were on the highest intermediate level. Considering sexes where they belong, there are dimensions of personality where both were found to belong on the same assessment level. In contrast, others were found to have a more significant number of the 20 dimensions of personality, describing them to be on a higher average level. It is interesting to note that even though the description shows that both groups of respondents belonged to the same level, it could be pointed out that the obtained percentage ratings indicate differences in the figure.

Those results lifted the ideas of experts in guidance guided by the concept that human beings need help. It is worth acknowledging that some people need it once in a blue moon as in a crisis; others need it at regular times, while still others need it all the time. However, most of us are constantly wanting, struggling, and striving. Very few remain content with what they are or have (Kapunan, 2019).

As Maslow unveiled in his personality theory, all human beings continuously want more. They never felt contented because once a need was satisfied, another condition would take its place, thus making them unique and distinct. Their personalities differ as their environment challenges them to achieve what they want towards life satisfaction (Maslow, 2020).

The psychogenic needs supported this spilled out by Murray, where he was able to divulge that there are varied dimensions of personality. The Personality Research Form-E (PRF-E) utilized in this study has borrowed its framework from how Murray described people's personalities. Since then, it has come in different forms after editing and revising its contents. It has recently covered not only 20 personality dimensions, but also 22, including Infrequency and Desirability (Johnson & Johnson, 2020).

Despite the issue that no questionnaire can capture the full flavor and uniqueness of a single human being, assessment tools to determine personalities present in an organization are still encouraged. Of course, it is an accepted fact that no two persons are alike, but they need to evaluate people in an organization which should not be overlooked (Manning & Curtis, 2018).

In this 21st century, where changes occur rapidly, one could not stand still to wait for what would happen, but to act to face reality. Assessment of the personality of people in the organization needs special attention. The educational system needs teachers who can cope with the time. Diversity in the classroom is a reality. Therefore, administrators are subtly reminded that assessing teachers' personality is necessary. One should accept that teachers' assessment would help them

recognize how suitable they are in the given position, be it for promotion or internal mobility.

These ideas came into view when some experts disclosed that relying on curriculum vitae (cv) or interviews can lead to costly errors of judgment. Assessment of personality and attributes and aptitude and motivation give an objective indication of a person's workplace behavior in their ability to adapt and their potential to succeed in a role. A psychometric assessment of people's personalities brings a scientific approach to the evaluation process. It can reveal hidden talents and unexpected strengths, alter perceptions and reveal areas for improvement (Barret, 2019).

Assessment results let out an individual's personality traits which could serve as a reference for intervention. It shows the levels describing the respondents' personalities by sex concerning the 20 dimensions being measured. Personality assessment could always be a part of career development. Further, the evaluation outcomes could serve as a reference for interventions. Trying to grasp each one's uniqueness could lay the groundwork for a successful year (Allen, 2018).

Guided by the results of the data gathered, an intervention program is hereby proposed. This intervention program is found on pages 109-110 of the study.

3.1 Conclusion

Based on the findings, the conclusions were made:

1. The level of assessment to describe the respondents' personality when analyzed by sex came in varying degrees. Some male and female respondents were on an average level. Some were on a high intermediate level.

There are dimensions of personalities where male and female groups were both an average and high average assessment levels. However, the female group obtained a more significant number of the 20-dimension personalities measured to be on a high intermediate level compared to their male counterparts. Each one or group is unique. They are similar but different in many aspects.

3.2 Recommendation

Based on the data gathered, the following are the recommendations made:

1. Teachers are encouraged to recognize diversity inside their classroom as well as in their work environment. They should acknowledge individual differences and be inspired to attend seminars-workshops, higher educational training (graduate studies) to further their learnings on effective strategies of teaching for higher academic achievement and success as well as participation in the personality development program to reassure them that people in the organization have motivations and needs that drive them to act the way they do.
2. School administrators should use the study's findings to accept and understand the varied

personalities in their school environment. They should be inspired to propose programs and training that would help teachers recognize their individual personalities as measured and how to develop the characters to suit the needs of their students for better academic achievement and success. Results could also be used to enrich their observation. Listening and communication skills will improve as effective administrators and supervisors.

3. Students should use the study results to allow them to accept that each of their teachers has unique ways of motivating and leading them to learn faster and easier the academic lessons they are teaching. Being considerate of their individuality. Students should utilize the findings to realize that, like them, their teachers have varied character traits to live by. They sometimes find them enthusiastic, funny, and seem severe, but remain focused on the knowledge they want to impart.
4. Community/Parents. Information gathered could inspire them to cooperate and work harmoniously with school programs and projects, realizing that despite of teachers' varied personalities, they stayed focused to maintain and practice the character traits expected of them as required in the classroom. Results should have reassured them that the school personnel did not overlook their duties and responsibilities in guiding their school children to learn and grow academically with love and respect.
5. Guidance counselor and personnel. People of the Guidance Center could use the results of this study as their essential reference on how to assist school administrators in realizing and acknowledging individual differences in the organization. Findings would help them find ways to assist the school administrators in determining in-service training and programs for personality development. They could conduct group career counseling focused on different dimensions of personality to realize how such size of a character is helpful or harmful on becoming an effective co-worker as a teacher. They should find ways to reassure them that as human beings, it is just natural for them to have the chance to grow and become better individuals they are capable of becoming.
6. Curriculum developers are encouraged to use the data gathered to provide rich information on what curriculum (core objective, activities, assessment, and resources) to make. They could negotiate it in a dynamic relationship with the administration, teachers, and students. The inputs of different stakeholders are humbly considered in its development to address various needs (managers, mentors, learners). This could be done to meet the requirement of their uniqueness and individual differences. They should be inspired that curriculum programs and projects are geared toward accepting diversity and satisfying individual needs as people want to achieve a self-fulfilled life.

7. Future Researchers should be encouraged to conduct studies on how to motivate school authorities to determine the scientific procedure to recruit new teachers and promote deserving and qualified teachers in higher positions in the field of education. They should be granted financial support to conduct studies related to how effective modular teaching and online teaching are in elementary, secondary, and tertiary education considering the teachers' and learners' personality traits.

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