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Personality Traits and Competence of Catholic Private School Teachers

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Abstract: Teachers play a crucial role in shaping learners' academic achievement and holistic development; hence, personality traits and professional competence are considered essential dimensions of instructional effectiveness. This study examined the personality traits and competence of teachers in the Integrated Basic Education Department of Christ the King College of Calbayog City, Inc. during the School Year 2025–2026. Specifically, it described the teachers' profile, assessed their personality traits and competence, determined differences in these variables when grouped according to profile characteristics, and examined the relationship between personality traits and competence. A descriptive causal-comparative correlational research design was employed. The respondents consisted of 44 teachers selected through complete enumeration and 256 learners selected using proportionate stratified random sampling. Data were gathered using the adopted Big Five Inventory (BFI-44) developed by John and Srivastava (1999) and a standardized teacher competence questionnaire adapted from Hermoso and Brobo (2023). Descriptive statistics, Independent Samples t-test, Analysis of Variance (ANOVA), Mann-Whitney U Test, Kruskal-Wallis Test, Pearson Product-Moment Correlation, and Spearman Rank Correlation were utilized in the analysis of data.

Findings revealed that most teachers were young, female, single, bachelor's degree holders, regular employees, and in the early years of teaching service. Teachers demonstrated high levels of conscientiousness, agreeableness, and openness, while neuroticism was generally low. Both teachers and learners assessed teacher competence as high in terms of cognitive and motivational domains. Significant differences in personality traits were observed when teachers were grouped according to employment status, length of service, and grade level taught. Likewise, a significant difference existed between teacher self-assessment and learner assessment in motivational competence. However, no significant relationship was found between personality traits and teacher competence. The study concluded that teachers maintained high levels of competence regardless of personality variations. It is recommended that the institution strengthen faculty development initiatives focusing on instructional enhancement, motivational strategies, and continuous professional growth.

Keywords: *Personality Traits, Teacher Competence, Instructional Effectiveness, Professional Development, Catholic Private School Teachers.*

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I. INTRODUCTION

Teachers serve as one of the most influential factors in the success of the educational process. Beyond content delivery, they shape learners' intellectual, emotional, behavioral, and social development through their instructional practices, interpersonal relationships, and professional dispositions. In contemporary educational settings, particularly within Catholic private schools, the role of teachers extends beyond academic facilitation toward values formation, character development, and learner engagement. Consequently, understanding the interaction between teachers' personality traits and professional competence has become increasingly important in determining instructional quality and educational effectiveness.

Personality traits influence how teachers communicate, motivate, manage classrooms, and respond to learners' diverse needs. The Big Five Personality Traits Theory proposed by Goldberg (1980) identifies openness, conscientiousness, extraversion, agreeableness, and neuroticism as core dimensions that shape individual behavior and professional interactions. In educational contexts, these personality dimensions may affect classroom atmosphere, teacher-learner relationships, instructional delivery, and professional commitment. Teachers who exhibit high conscientiousness and agreeableness are often associated with organization, empathy, and positive learner

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engagement, while low neuroticism contributes to emotional stability and effective classroom management.

Competence, on the other hand, refers to the teacher's ability to effectively perform instructional, cognitive, motivational, and professional responsibilities. Effective teaching competence encompasses lesson preparation, instructional delivery, classroom management, assessment practices, learner motivation, and professional development. Research has emphasized that competent teachers significantly contribute to improved learner achievement, classroom participation, and academic motivation. Within private educational institutions, teacher competence is closely associated with institutional performance, learner satisfaction, and educational quality assurance.

Several studies have highlighted the importance of personality and competence in educational settings. Saarsar and Kumar (2020) emphasized that teachers influence students not only through instructional content but also through personality traits communicated through behavior and interaction. Bardach et al. (2022) further noted that effective teachers continuously improve their instructional practices and professionalism to enhance learner achievement. Similarly, PakSci Mission (2023) explained that teacher personality directly and indirectly affects competence across cognitive, affective, and psychomotor domains.

Despite the growing body of literature, studies examining the combined influence of personality traits and competence among teachers in Catholic private educational institutions remain limited. Existing research often treats personality and competence as separate constructs without examining their interaction within localized educational settings. Moreover, there is limited evidence focusing on Integrated Basic Education Departments in private Catholic schools in the Philippine context.

Addressing this gap, the present study examined the personality traits and competence of teachers in the Integrated Basic Education Department of Christ the King College of Calbayog City, Inc. Specifically, it sought to determine teachers' demographic profile, assess their personality traits and competence, identify significant differences across profile variables, and examine the relationship between personality traits and competence. The findings of the study may contribute to the development of faculty enhancement programs aimed at improving instructional effectiveness and professional growth.

II. METHODOLOGY

➢ *Research Design*

This study employed a descriptive causal-comparative correlational research design. The descriptive approach was utilized to determine the profile, personality traits, and competence of teachers in the Integrated Basic Education Department. The causal-comparative method was applied to identify significant differences in personality traits and competence when respondents were grouped according to selected profile variables. Meanwhile, the correlational approach was employed to determine the relationship between teachers' personality traits and competence.

➢ *Respondents of the Study*

The respondents consisted of teachers and learners from the Integrated Basic Education Department of Christ the King College of Calbayog City, Inc. Complete enumeration was employed for the teacher respondents, involving all 44 teachers across the Elementary, Junior High School, and Senior High School departments. For the learner respondents, proportionate stratified random sampling was utilized. From a total learner population of 757, a sample size of 256 learners was determined. Among the teacher respondents, 14 or 31.81% came from the Elementary Department, 19 or 43.18% from Junior High School, and 11 or 25.00% from Senior High School. For the learners, 44 or 17.19% were from the Elementary level, 121 or 47.27% from Junior High School, and 91 or 35.54% from Senior High School.

Table 1 Distribution of the Respondents of the Study

Basic Education Units	Teachers' Population (N)	Percentage (%)	Learners' Population	Learners' Sample Size (n)	Percentage (%)
Elementary	14	31.81	131	44	17.19
Junior High School	19	43.18	360	121	47.27
Senior High School	11	25.00	266	91	35.54
Total	44	100.00	757	256	100.00

➢ *Research Instruments*

Two sets of survey questionnaires served as the primary data-gathering instruments. The first questionnaire for teacher respondents consisted of three parts: demographic profile, Big Five Inventory (BFI-44), and teacher competence assessment. The second questionnaire for learner respondents assessed the competence of teachers. The study adopted the Big Five Inventory (BFI-44) developed by John and Srivastava (1999) to measure personality traits across the dimensions of openness, conscientiousness, extraversion, agreeableness, and neuroticism. Responses were measured using a five-point Likert scale.Teacher competence was measured using the adopted instrument from Hermoso and Brobo (2023), which assessed cognitive and motivational competence. The instrument employed a five-point Likert scale ranging from Strongly Agree to Strongly Disagree.

➢ *Data Analysis*

Descriptive statistics such as frequency, percentage, mean, and standard deviation were utilized to summarize the profile, personality traits, and competence of teachers. Independent Samples t-test and Analysis of Variance

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(ANOVA) were employed to determine significant differences between groups. Mann-Whitney U Test and Kruskal-Wallis Test served as non-parametric alternatives when assumptions of normality were violated. Pearson Product-Moment Correlation and Spearman Rank Correlation were used to determine the relationship between personality traits and teacher competence.

III. RESULTS

➢ *Profile of Teachers in the Integrated Basic Education Department*

Table 2 presents the frequency and percentage of the profile of Christ the King College of Calbayog City Inc., Integrated Basic Education Department teachers.

Table 2 Profile of the Teachers in the Integrated Basic Education (n=44)

Profile		Frequency	Percent (%)
Age *Mean = 31.20* *SD = 9.12*	24-33 years old	37	84.1
	34-43 years old	2	4.5
	44-53 years old	3	6.8
	54-62 years old	2	4.5
Gender	Male	8	18.2
	Female	36	81.8
Civil Status	Single	34	77.3
	Married	9	20.5
	Separated	1	2.3
Highest Educational Attainment	Bachelor's Degree	40	90.9
	Master's Degree	4	9.1
Employment Status	Regular	31	70.5
	Probationary	13	29.5
Length of Service *Mean = 5.11* *SD = 6.81*	Below 2 years (New Entrants)	11	25.0
	2-5 years (Early Service)	23	52.3
	6-10 years (Established Educators)	5	11.4
	11-20 years (Mid Career Professionals	3	6.8
	21-30 years (	0	0.0
	31-35 years (Senior Mentors)	2	4.5
Grade Level Taught	Elementary	14	31.8
	Junior High School	19	43.2
	Senior High School	11	25.0

The findings revealed that the majority of teachers belonged to the 24–33 age bracket, indicating that the teaching workforce was generally composed of young professionals in the early stages of their teaching careers. Female teachers dominated the population, reflecting the continuing predominance of women in the teaching profession. Most respondents were single, bachelor's degree holders, and regular employees assigned primarily to the Junior High School level.

The findings further showed that most teachers had relatively short teaching experience, particularly within the 2–5 years category, suggesting a developing and dynamic teaching workforce. This implies that the institution possesses a relatively young faculty base that may benefit from sustained professional mentoring, instructional support, and continuing development programs.

The predominance of early-career teachers aligns with the observations of Bardach et al. (2022), who emphasized the importance of continuous professional growth among teachers to improve instructional effectiveness and learner achievement. Similarly, Saarsar and Kumar (2020) highlighted that teachers' personal and professional characteristics significantly influence learner engagement and instructional quality.

➢ *Personality Traits of the Teachers in the Integrated Basic Education Department*

Table 3 shows the frequency and percentage distribution of the personality traits of the teachers in the Integrated Basic Education Department.

Table 3 Frequency and Percent Distribution of the Personality Traits of Teachers in the Integrated Basic Education (n=44)

Personality Traits	Elementary		Junior High School		Senior High School		Total	
	f	%	f	%	f	%	f	%
Extraversion	3	21.43	7	36.84	0	0.00	10	22.73
Agreeableness	6	42.85	4	21.05	3	27.27	13	29.54

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Conscientiousness	2	14.29	4	21.05	0	0.00	6	13.64
Neuroticism	0	0.00	2	10.53	1	9.09	3	6.82
Openness	2	14.29	2	10.53	7	63.64	11	25.00
Agreeableness & Conscientiousness	1	7.14	0	0.00	0	0.00	1	2.27
Total	14	100%	19	100%	11	100%	44	100%

The results indicated that teachers generally demonstrated high levels of conscientiousness, agreeableness, and openness. These findings suggest that teachers possess strong organizational skills, professionalism, adaptability, and positive interpersonal relationships. Low levels of neuroticism further imply emotional stability and the ability to effectively manage classroom demands and professional responsibilities.

High conscientiousness among teachers reflects their commitment to instructional preparation, task completion, and professional accountability. Likewise, agreeableness suggests that teachers maintain supportive and cooperative relationships with learners and colleagues, contributing to a positive learning environment. Openness indicates receptiveness to innovation, creativity, and new teaching strategies.

These findings support the Big Five Personality Traits Theory of Goldberg (1980), which explains that personality dimensions significantly shape individual behavior and professional interaction. The results are likewise consistent with previous studies emphasizing that effective teachers commonly exhibit high conscientiousness and agreeableness due to their direct influence on classroom climate and learner engagement.

➢ *Level of Competence of the teachers in the Integrated Basic Education Department as Assessed by Themselves*

Table 4 Summary of the Mean and Standard Deviation of the Level of Competence of the Teachers in the Integrated Basic Education Department, as Assessed by Themselves (n=44)

Dimensions	Mean	SD	Description
A. Cognitive Competence	4.04	0.572	High
B. Motivational Competence	3.90	0.558	High
Overall	3.98	0.497	Very High

The summary results indicate that the overall level of competence of the teachers, as assessed by themselves, is very high, with a composite mean of 3.98 (SD = 0.497). This reflects a strong sense of self-efficacy among teachers in both cognitive and motivational domains. Between the two dimensions, cognitive competence (M = 4.04, SD = 0.572) obtained a slightly higher mean than motivational competence (M = 3.90, SD = 0.558), both interpreted as "High." This suggests that teachers perceive their instructional knowledge and teaching skills to be slightly more developed than their motivational attributes.

The small difference between the two dimensions indicates a balanced competence profile, where both knowledge-based and attitude-based competencies are well established. The relatively low standard deviations further suggest consistency in responses, reinforcing the reliability of the findings. Overall, these results imply that teachers view themselves as highly competent professionals who are capable of delivering instruction effectively while maintaining positive professional attitudes. This combination of strong cognitive and motivational competencies is essential in promoting quality education and positive learner outcomes.

➢ *Level of Competence of the Teachers in the Integrated Basic Education Department, as Assessed by the Learners*

Table 5 Summary of the Mean and Standard Deviation of the Level of Competence of the Teachers in the Integrated Basic Education Department, as Assessed by the Learners (n=256)

Dimensions	Mean	SD	Description
A. Cognitive Competence	4.15	0.569	High
B. Motivational Competence	4.13	0.629	High
Overall	4.14	0.497	High

Note: Interpretation of mean scores:1.00 –1.80 = Very Low; 1.81 –2.60 = Low; 2.61 –3.40 = Moderate; 3.41 –4.20 = High; 4.21 –5.00 = Very High.

The results presented in Table 10 show the summary of the mean and standard deviation of the level of competence of the teachers in the Integrated Basic Education Department as assessed by the learners. The overall mean score of 4.14 with a standard deviation of 0.497 is described as High, indicating that, in general, learners perceive their teachers to be competent in delivering instruction and facilitating learning.

In terms of specific dimensions, cognitive competence obtained a mean of 4.15 and a standard deviation of 0.569, which is interpreted as High. This implies that teachers are perceived to possess strong knowledge of subject matter and

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demonstrate effective thinking and instructional skills in the classroom. On the other hand, motivational competence yielded a mean of 4.13 with a standard deviation of 0.629, also described as High. This suggests that teachers are effective in encouraging, engaging, and inspiring learners to participate actively in the learning process.

Overall, the findings indicate that both cognitive and motivational competencies of teachers are consistently rated high by learners, with relatively low variability in responses. This implies that teachers in the Integrated Basic Education Department are generally effective not only in delivering content but also in fostering a motivating learning environment, which contributes positively to students' academic engagement and performance.

- *Test of Difference in the Personality Traits of Teachers in the Integrated Basic Education Department When Grouped According to their Profiles*

Table 6 One-way ANOVA Test of Differences in the Personality Traits of Teachers in the Integrated Basic Education Department When Grouped According to Their Age (n=44)

Dimensions					**Descriptives**
Age		**N**	**Mean**	**SD**	**Std. Error**
24-33 years old		37	3.20	0.10	0.033
34-43 years old		2	3.27	0.15	0.011
44-53 years old		3	3.08	0.10	0.059
54-62 years old		2	3.33	0.15	0.104
Assumption Check					
Levene Statistic		**df1**	**df2**	**p-value**	**Decision**
1.576		3	40	0.210	Equal variances assumed
ANOVA					
	Sum of Squares	**df**	**Mean Square**	**F**	***p*-value**
Between Groups	0.088	3	0.029	0.807^{ns}	0.497
Within Groups	1.460	40	0.037		
Total	1.549	43			

Levene's test p-value > 0.05, equal variances assumed; otherwise, equal variances not assumed.
ANOVA p-value < 0.05 is significant; otherwise, not significant.

The results show that there is no statistically significant difference in the personality traits of teachers when grouped according to age, as indicated by the computed value F(3,40) = 0.807, p = 0.497, which is greater than 0.05. This means that age does not significantly influence the personality traits of teachers in the Integrated Basic Education Department. Although the mean scores vary slightly across age groups, with teachers aged 54–62 years old (M = 3.33) having the highest mean and those aged 44–53 years old (M = 3.08) having the lowest, these differences are not statistically significant. This suggests that personality traits remain relatively stable regardless of age differences.

Table 7 Independent Sample T-Test of Differences in the Personality Traits of Teachers in the Integrated Basic Education Department When Grouped According To Their Gender (N=44)

Dimensions					**Group Statistics**
Gender		**N**	**Mean**	**SD**	**Std. Error Mean**
Male		8	3.14	0.23	0.083
Female		36	3.21	0.18	0.030
Independent Sample Test					
Levene's Test for Equality of Variances			**t-test for Equality of Means**		
	F	***p*-value**	***t***	**df**	***p*-value (2-tailed)**
Equal variances assumed	0.851	0.362	-0.971^{ns}	42	0.337

Levene's test p-value > 0.05, equal variances assumed; otherwise, equal variances not assumed.
t-test p-value ≤ 0.05, significant; p-value >0.05, not significant.

The results reveal that there is no statistically significant difference, as indicated by t(42) = -0.971, p = 0.337, which is greater than 0.05. This means that gender does not significantly influence the personality traits of teachers. Although female teachers (M = 3.21) have a slightly higher mean compared to male teachers (M = 3.14), the difference is minimal and not statistically significant. This suggests that personality traits are generally consistent across gender groups.

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Table 8 One-Way ANOVA T-Test of Differences in the Personality Traits of Teachers in the Integrated basic Education Department when Grouped According to Their Civil Status (n=44)

Dimensions				**Descriptives**
Civil Status	**N**	**Mean**	**SD**	**Std. Error**
Single	34	3.20	0.20	0.034
Married	9	3.19	0.18	0.059
Separated	1			
Assumption Check				
Levene Statistic	**df1**	**df2**	***p*-value**	**Decision**
0.282	1	41	0.598	Equal variances assumed
ANOVA				
	Sum of Squares	**df**	**Mean Square**	**F**	***p*-value**
Between Groups	0.001	2	0.000	0.011^{ns}	0.989
Within Groups	1.548	41	0.038		
Total	1.549	43			

Levene's test p-value > 0.05, equal variances are assumed; otherwise, equal variances are not assumed.
ANOVA p-value < 0.05 is significant; otherwise, not significant.

The findings indicate no statistically significant difference, as shown by F(2,41) = 0.011, p = 0.989. This means that civil status does not significantly influence the personality traits of teachers. The mean scores of single (M = 3.20) and married teachers (M = 3.19) are almost identical, indicating very minimal variation. This suggests that personality traits are not affected by differences in civil status.

Table 9 Independent Sample T-Test of Differences in the Personality Traits of Teachers in the Integrated Basic Education Department when Grouped According to their Highest Educational Attainment (n=44)

Dimensions					**Group Statistics**
Highest Educational Attainment	**N**	**Mean**	**SD**	**Std. Error Mean**
Bachelor's Degree	40	3.18	0.18	0.029
Master's Degree	4	3.35	0.22	0.108
Independent Sample Test					
Levene's Test for Equality of Variances			**t-test for Equality of Means**		
	F	***p*-value**	***t***	**df**	***p*-value (2-tailed)**
Equal variances assumed	0.002	0.963	-0.687^{ns}	42	0.099

Levene's test p-value > 0.05, equal variances assumed; otherwise, equal variances not assumed.
t-test p-value ≤ 0.05, significant; p-value >0.05, not significant.

The results show no statistically significant difference, as indicated by t(42) = -0.687, p = 0.099, which is greater than 0.05. This means that educational attainment does not significantly influence personality traits. Although teachers with master's degrees (M = 3.35) have a slightly higher mean compared to those with bachelor's degrees (M = 3.18), the difference is not statistically significant. This suggests that personality traits are relatively independent of educational attainment.

Table 10 Independent Sample T-Test of Differences in the Personality Traits of Teachers in the Integrated Basic Education Department When Grouped According to their Employment Status (n=44)

Dimensions					**Group Statistics**
Employment Status	**N**	**Mean**	**SD**	**Std. Error Mean**
Regular	31	3.17	0.18	0.032
Probationary	13	3.27	0.21	0.057
Independent Sample Test					
Levene's Test for Equality of Variances			**t-test for Equality of Means**		
	F	***p*-value**	***t***	**df**	***p*-value (2-tailed)**
Equal variances assumed	0.157	0.694	-1.738^{ns}	42	0.090

Levene's test p-value > 0.05, equal variances assumed; otherwise, equal variances not assumed.
**t-test p-value ≤ 0.05, significant; p-value >0.05, not significant.*

The results reveal no statistically significant difference, as indicated by t (42) = -1.738, p = 0.090, which is greater than 0.05. This means that employment status does not significantly influence personality traits. Although probationary teachers (M = 3.27) show a slightly higher mean than regular teachers (M = 3.17), the difference is not statistically significant. This suggests that personality traits remain consistent regardless of employment classification.

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Table 11 One-Way ANOVA Test of Differences in the Personality Traits of Teachers in the Integrated Basic Education Department When Grouped According to Length of Service (n=44)

Dimensions				**Descriptives**
Length of Service	**N**	**Mean**	**SD**	**Std. Error**
Below 2 years (New Entrants)	11	3.24	0.27	0.082
2-5 years (Early Service)	23	3.19	0.17	0.036
6-10 years (Established Educators)	5	3.16	0.06	0.026
11-20 years (Mid-Career Professionals	3	3.08	0.10	0.059
31-35 years (Senior Mentors)	2	3.33	0.19	0.104
Assumption Check				
Levene Statistic	**df1**	**df2**	***p*-value**	**Decision**
4.066	4	39	.008	Equal variances not assumed
ANOVA				
	Sum of Squares	**df**	**Mean Square**	**F**	***p*-value**
Between Groups	0.103	4	0.026	0.695^{ns}	0.600
Within Groups	1.446	39	0.037		
Total	1.549	43			

Levene's test p-value > 0.05, equal variances assumed; otherwise, equal variances not assumed.
ANOVA p-value < 0.05 is significant; otherwise, not significant.

The findings show no statistically significant difference, as indicated by F(4,39) = 0.695, p = 0.600, which is greater than 0.05. This means that the length of service does not significantly influence personality traits. Although teachers with 31–35 years of service (M = 3.33) have the highest mean and those with 11–20 years (M = 3.08) have the lowest, these differences are not statistically significant. This suggests that personality traits remain stable regardless of years of teaching experience.

Table 12 One-Way ANOVA Test of Differences in the Personality Traits of Teachers in the Integrated Basic Education Department When Grouped According to the Grade Level Taught (n=44)

Dimensions				**Descriptives**
Grade Level Taught	**N**	**Mean**	**SD**	**Std. Error**
Elementary	14	3.30	0.17	0.046
Junior High School	19	3.15	0.16	0.038
Senior High School	11	3.14	0.21	0.064
Assumption Check				
Levene Statistic	**df1**	**df2**	***p*-value**	**Decision**
0.579	2	41	0.565	Equal variances assumed
ANOVA				
	Sum of Squares	**df**	**Mean Square**	**F**	***p*-value**
Between Groups	0.229	2	0.115	**3.565***	**0.037**
Within Groups	1.319	41	0.032		
Total	1.549	43			

Levene's test p-value > 0.05, equal variances assumed; otherwise, equal variances not assumed.
ANOVA p-value < 0.05 is significant; otherwise, not significant.

The results show a statistically significant difference, as indicated by F (2,41) = 3.565, p = 0.037, which is less than 0.05. This means that the grade level taught significantly influences the personality traits of teachers. The mean score is highest among Elementary teachers (M = 3.30), followed by Junior High School (M = 3.15), and Senior High School (M = 3.14). This indicates that variations in teaching level may be associated with differences in personality traits.

Table 13 Post- Hoc Analysis of the Significant Differences in the Personality Traits of Teachers in the Integrated Basic Education Department when Grouped According to Grade Level Taught (n=44)

(I) Grade Level Taught	**(J) Grade Level Taught**	**Mean Difference (I-J)**	**Std. Error**	***p*-value**
Elementary	Junior High School	0.1530	0.063	0.065
	Senior High School	0.1584	0.072	0.103
Junior High School	Elementary	-0.1530	0.063	0.065
	Senior High School	0.0054	0.068	0.997
Senior High School	Elementary	-0.1584	0.072	0.103
	Junior High School	-0.0054	0.068	0.997

Tukey's HSD post hoc test.
**The mean difference is significant at the 0.05 level.*

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The results show that although the overall ANOVA indicates a significant difference, the pairwise comparisons between Elementary and Junior High School (p = 0.065), Elementary and Senior High School (p = 0.103), and Junior High School and Senior High School (p = 0.997) are not statistically significant. This means that no specific pair of groups shows a strong enough difference at the 0.05 level. This suggests that while there is an overall variation across groups, the differences between specific grade levels are minimal and not pronounced.

- *Test of Difference in the Level of Competence of the Teachers in the Integrated Basic Education Department as Assessed by Themselves When Grouped According to Their Profile*

Table 14 One-Way ANOVA Test of Differences in the Level of Competence of Teachers in the Integrated Basic Education Department as Assessed by Themselves When Grouped According to their Age (n=44)

Dimensions					**Descriptives**
Age		**N**	**Mean**	**SD**	**Std. Error**
24-33 (Young Adults/Early Career		37	4.01	0.515	0.08465
34-43 (Early Mid-Career)		2	3.60	0.283	0.20000
44-53 (Late Mid-Career)		3	3.89	0.367	0.21199
54-62 (Senior/Late Career)		2	3.90	0.613	0.43333
Assumption Check					
Levene Statistic		**df1**	**df2**	**p-value**	**Decision**
0.428		3	40	0.734	Equal variances assumed
ANOVA					
	Sum of Squares	**df**	**Mean Square**	**F**	***p*-value**
Between Groups	0.353	3	0.118	0.458	0.713
Within Groups	10.270	40	0.257		
Total	10.623	43			

Levene's test p-value > 0.05, equal variances assumed; otherwise, equal variances not assumed.
ANOVA p-value < 0.05 is significant; otherwise, not significant.

The results indicate that there is no significant difference in the level of competence of teachers when grouped according to age, as evidenced by the computed F-value of 0.458 and a p-value of 0.713, which is greater than 0.05. This suggests that competence is not age-dependent, highlighting the effectiveness of standardized training and professional development programs across age groups. It is recommended that school administrators continue implementing inclusive capacity-building initiatives that cater to teachers regardless of age, while also promoting intergenerational collaboration to further enhance teaching competence.

Table 15 Independent Sample T-Test of Differences in the Level of Competence of Teachers in the Integrated Basic Education Department as Assessed by Themselves When Grouped According to Their Gender (n=44)

Dimensions					**Group Statistics**
Gender		**N**	**Mean**	**SD**	**Std. Error Mean**
Male		8	4.00	0.526	0.18602
Female		36	3.97	0.498	0.08300
Independent Sample Test					
Levene's Test for Equality of Variances			**t-test for Equality of Means**		
	F	***p*-value**	***t***	**df**	***p*-value (2-tailed**
Equal variances assumed	0.164	0.688	0.151	42	0.881
Equal variances not assumed			0.145	9.985	0.887

Levene's test p-value > 0.05, equal variances assumed; otherwise, equal variances not assumed.
t-test p-value ≤ 0.05, significant; p-value >0.05, not significant.

The results reveal that there is no significant difference in the level of competence of teachers when grouped according to gender, as indicated by a t-value of 0.151 and a p-value of 0.881, which is greater than 0.05. This implies that competence is not influenced by gender, reinforcing the principle of gender equality in teaching effectiveness. Schools may continue to adopt gender-neutral policies in training, evaluation, and promotion, ensuring equal opportunities for professional growth among all teachers.

Table 16 One-Way ANOVA T-Test of Differences in the Level of Competence of Teachers in the Integrated Basic Education Department, as Assessed by Themselves When Grouped According to their Civil Status (n=44)

Dimensions				**Descriptives**
Civil Status	**N**	**Mean**	**SD**	**Std. Error**
Single	34	3.95	0.514	0.08815

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Married		9	3.98	0.420	0.14011
Separated		1	4.67		
Assumption Check					
Levene Statistic		**df1**	**df2**	***p*-value**	**Decision**
1.428		1	41	0.239	Equal variances assumed
ANOVA					
	Sum of Squares	**df**	**Mean Square**	**F**	***p*-value**
Between Groups	0.492	2	0.246	0.996	0.378
Within Groups	10.131	41	0.247		
Total	10.623	43			

Levene's test p-value > 0.05, equal variances assumed; otherwise, equal variances not assumed.
ANOVA p-value < 0.05 is significant; otherwise, not significant.

The findings show that there is no significant difference in the level of competence of teachers when grouped according to civil status, with an F-value of 0.996 and a p-value of 0.378, which exceeds 0.05. This indicates that personal life circumstances, such as civil status, do not significantly affect professional competence. Educational institutions may therefore focus more on professional qualifications and performance rather than personal demographics when designing development programs.

Table 17 Independent Sample T-Test of Differences in the Level of Competence of Teachers in the Integrated Basic Education Department, as Assessed by Themselves When Grouped According to Their Highest Educational Attainment (n=44)

Dimensions					**Group Statistics**
Highest Educational Attainment		**N**	**Mean**	**SD**	**Std. Error Mean**
Bachelor's Degree		40	3.94	0.479	0.07581
Master's Degree		4	4.30	0.631	0.31564
Independent Samples Test					
Levene's Test for Equality of Variances			**t-test for Equality of Means**		
	F	***p*-value**	***t***	**df**	***p*-value (2-tailed)**
Equal variances assumed	0.082	0.776	-1.383	42	0.174
Equal variances not assumed			-1.099	3.355	0.344

Levene's test p-value > 0.05, equal variances assumed; otherwise, equal variances not assumed.
t-test p-value ≤ 0.05, significant; p-value >0.05, not significant.

The results indicate that there is no significant difference in the level of competence of teachers when grouped according to highest educational attainment, as shown by a t-value of -1.383 and a p-value of 0.174, which is greater than 0.05. This suggests that higher academic qualifications alone may not directly translate into higher perceived competence. It is recommended that professional development focus not only on formal education but also on practical teaching skills, classroom strategies, and continuous in-service training.

Table 18 Independent Sample T-Test of Differences in the Level of Competence of Teachers in the Integrated Basic Education Department as Assessed by Themselves When Grouped According to Their Employment Status (n=44)

Dimensions					**Group Statistics**
Employment Status		**N**	**Mean**	**SD**	**Std. Error Mean**
Regular		31	3.91	0.451	0.08104
Probationary		13	4.12	0.586	0.16240
Independent Sample Test					
Levene's Test for Equality of Variances			**t-test for Equality of Means**		
	F	***p*-value**	***t***	**df**	***p*-value (2-tailed)**
Equal variances assumed	0.505	0.481	-1.283	42	0.207
Equal variances not assumed			-1.152	18.268	0.264

Levene's test p-value > 0.05, equal variances assumed; otherwise, equal variances not assumed.
t-test p-value ≤ 0.05, significant; p-value >0.05, not significant.

The results reveal that there is no significant difference in the level of competence of teachers when grouped according to employment status, as indicated by a t-value of -1.283 and a p-value of 0.207, which is greater than 0.05. This indicates that both newly hired and tenured teachers are able to demonstrate similar levels of competence. Schools may sustain strong onboarding and mentoring programs for probationary teachers while continuing performance monitoring for regular teachers to maintain consistency in instructional quality.

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Table 19 One-Way ANOVA Test of Differences in the Level of Competence of Teachers in the Integrated Basic Education Department, as Assessed by Themselves When Grouped According to Length of Service (n=44)

Dimensions				**Group Statistics**	
Length of Service		**N**	**Mean**	**SD**	**Std. Error**
Below 2 years (New Entrants)		11	3.98	0.648	0.19532
2-5 years (Early Service)		23	3.92	0.439	0.09160
6-10 years (Established Educators)		5	4.29	0.482	0.21561
11-20 years (Mid-Career Professionals		3	3.89	0.367	0.21199
31-35 years (Senior Mentors)		2	3.90	0.497	0.07493
Assumption Check					
Levene Statistic		**df1**	**df2**	***p*-value**	**Decision**
0.571		4	39	0.685	Equal variances assumed
ANOVA					
	Sum of Squares	**df**	**Mean Square**	**F**	***p*-value**
Between Groups	0.606	4	0.151	0.590	0.672
Within Groups	10.017	39	0.257		
Total	10.623	43			

Levene's test p-value > 0.05, equal variances assumed; otherwise, equal variances not assumed.
ANOVA p-value < 0.05 is significant; otherwise, not significant.

The findings show that there is no significant difference in the level of competence of teachers when grouped according to length of service, as reflected by an F-value of 0.590 and a p-value of 0.672, which is greater than 0.05. This indicates that teachers, regardless of their years of service from new entrants (M = 3.98) to more experienced groups, exhibit comparable levels of competence. This implies that years of experience alone do not guarantee higher competence. Continuous professional development and reflective teaching practices should be emphasized across all experience levels to ensure sustained competence and adaptability in teaching.

Table 20 One-Way ANOVA Test of Differences in the Level of Competence of Teachers in the Integrated Basic Education Department, as Assessed by Themselves When Grouped According to the Grade Level Taught (n=44)

Dimensions				**Group Statistics**	
Grade Level Taught		**N**	**Mean**	**SD**	**Std. Error**
Elementary		14	4.36	0.446	0.11936
Junior High School		19	3.84	0.420	0.09637
Senior High School		11	3.72	0.412	0.12418
Assumption Check					
Levene Statistic		**df1**	**df2**	***p*-value**	**Decision**
0.433		2	41	0.652	Equal variances assumed
ANOVA					
	Sum of Squares	**df**	**Mean Square**	**F**	***p*-value**
Between Groups	3.158	2	1.579	**8.671***	**0.001**
Within Groups	7.465	41	0.182		
Total	10.623	43			

Levene's test p-value > 0.05, equal variances assumed; otherwise, equal variances not assumed.
ANOVA p-value < 0.05 is significant; otherwise, not significant.

The results indicate that there is a significant difference in the level of competence of teachers when grouped according to grade level taught, as shown by an F-value of 8.671 and a p-value of 0.001, which is less than 0.05. This suggests that teaching demands and instructional approaches vary significantly across grade levels, potentially affecting perceived competence. It is recommended that targeted professional development programs be designed for secondary teachers, focusing on content specialization, learner engagement strategies, and differentiated instruction to enhance their competence.

Table 21 Post- Hoc Analysis of the Significant Differences in the Level of Competence of Teachers in the Integrated Basic Education Department, as Assessed by Themselves, When Grouped According to Grade Level Taught (n=44)

(I) Grade Level Taught	**(J) Grade Level Taught**	**Mean Difference (I-J)**	**Std. Error**	***p*-value**
Elementary	Junior High School	0.523*	0.15030	0.003
	Senior High School	0.641*	0.17193	0.002
Junior High School	Elementary	-0.523*	0.15030	0.003
	Senior High School	0.117	0.16167	0.750

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Senior High School	Elementary	-0.641*	0.17193	0.002
	Junior High School	-0.117	0.16167	0.750

Tukey's HSD post hoc test..
**The mean difference is significant at the 0.05 level.*

The post hoc analysis reveals that elementary teachers differ significantly from both junior high school (mean difference = 0.523, p = 0.003) and senior high school teachers (mean difference = 0.641, p = 0.002). However, no significant difference was found between junior high school and senior high school teachers (p = 0.750). These findings indicate that elementary teachers exhibit significantly higher competence levels, possibly due to a stronger emphasis on foundational teaching skills and pedagogy. It is suggested that best practices from elementary education be shared across grade levels through mentoring, peer observation, and collaborative learning sessions to enhance overall teaching competence in secondary education.

- *Test of Difference in the Level of Competence of the Teachers in the Integrated Basic Education Department as Assessed by Themselves and the Learners*

Table 22 Mann-Whitney U-Test of Difference in the Level of Competence of the Teachers in the Integrated Basic Education Department as Assessed by Themselves and the Learners

Dimensions	Groups	N	Mean Rank	Sum of Ranks	U-Test	*p*-value
Cognitive Competence	Teachers	44	135.43	5959.00	4969.00	0.211
	Learners	256	153.09	39191.00		
Motivational Competence	Teachers	44	120.69	5310.50	4320.50*	0.013
	Learners	256	155.62	39839.50		

**Mann-Whitney U- test: p-value < .05 is significant, otherwise not significant (ns)4.*

The results indicate that for cognitive competence, there is no significant difference between the assessments of teachers and learners (U = 4969.00, p = 0.211). Although learners reported a slightly higher mean rank (153.09) compared to teachers (135.43), the difference is not statistically significant. This suggests that both groups share relatively similar perceptions regarding teachers' cognitive competence.

- *Test of Relationship Between the Personality Traits and Competence of Teachers in the Integrated Basic Education Department*

Table 23 Pearson R Test of the Relationship Between Teachers' Personality Traits and Competence in the Integrated Basic Education Department (n=44)

Teachers' Personality Traits		Teacher Competence	
		Cognitive Competence	Motivational Competence
Extraversion	Pearson Correlation	0.061	0.180
	p-value	0.693	0.241
Agreeableness	Pearson Correlation	0.492**	0.535**
	p-value	0.001	0.000
Conscientiousness	Pearson Correlation	0.514**	0.535**
	p-value	0.000	0.000
Neuroticism	Pearson Correlation	-0.634**	-0.643**
	p-value	0.000	0.000
Openness	Pearson Correlation	0.278	0.3210*
	p-value	0.068	0.034

**Correlation is significant at the 0.05 level (2-tailed).*
***Correlation is significant at the 0.01 level (2-tailed).*

The results show that extraversion has a very weak and non-significant relationship with both cognitive competence (r = 0.061, p = 0.693) and motivational competence (r = 0.180, p = 0.241), indicating that this personality trait does not significantly influence teacher competence in either domain. In terms of agreeableness, the results reveal a moderate positive and statistically significant relationship with both cognitive competence (r = 0.492, p = 0.001) and motivational competence (r = 0.535, p = 0.000). This implies that teachers who are more cooperative, considerate, and socially harmonious tend to demonstrate higher levels of competence, particularly in engaging learners and delivering instruction effectively. Similarly, conscientiousness shows a moderate positive and highly significant relationship with cognitive competence (r = 0.514, p = 0.000) and motivational competence (r = 0.535, p = 0.000). This indicates that teachers who are more organized, responsible, and goal-oriented are more likely to exhibit higher competence in both instructional delivery and learner motivation.

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IV. DISCUSSIONS

- *Profile of the Teachers in the Integrated Basic Education Department*

The findings lead to the conclusion that the Integrated Basic Education Department is composed of a predominantly young, early-career, and female teaching workforce with relatively limited postgraduate qualifications and short teaching experience. This profile implies that while the institution benefits from a dynamic, adaptable, and innovation-oriented group of educators, there is a critical need for sustained professional development and advanced academic engagement to strengthen instructional quality and long-term career progression. The implications of this finding highlight the necessity for institutional policies that support graduate studies, mentoring systems, and continuous training programs to ensure that early-career enthusiasm is translated into sustained teaching effectiveness and professional excellence. The profile of the teachers reveals that most respondents belong to the young adults category, indicating that the institution is composed largely of individuals in the early stages of their professional journey. This stage is often characterized by openness to innovation, adaptability, and willingness to adopt contemporary pedagogical approaches. In terms of gender, the dominance of female teachers reflects the persistent feminization of the teaching profession, particularly in basic education. Most teachers are single, suggesting fewer familial constraints that may allow greater focus on instructional responsibilities and professional growth. However, the predominance of bachelor's degree holders indicates a gap in advanced academic preparation, which may affect deeper pedagogical expertise. Additionally, the presence of mostly regular employees with short lengths of service reinforces the characterization of a developing workforce that requires structured support systems.

These findings are supported by the work of OECD (2022), which emphasized that younger teachers tend to be more adaptable and receptive to innovative teaching strategies, particularly in dynamic educational environments. Similarly, Darling-Hammond (2023) highlighted that early-career teachers often demonstrate enthusiasm and flexibility, although they may require continuous support and professional development to enhance their effectiveness. The predominance of female teachers aligns with global trends discussed by UNESCO (2023), which noted that teaching, particularly at the basic education level, remains a female-dominated profession. Furthermore, the need for higher educational attainment is reinforced by Shulman (2020), who stressed the importance of deep pedagogical content knowledge in improving instructional quality. In addition, Cabradilla (2025) found that while many teachers possess adequate qualifications, continuous professional development and advanced education are essential in sustaining teaching competence. These studies suggest that while the current teacher profile reflects a promising and capable workforce, sustained professional development and academic advancement are essential to maximize their teaching potential.

- *Personality Traits of the Teachers in the Integrated Basic Education Department*

The findings lead to the conclusion that teachers in the Integrated Basic Education Department generally possess positive personality traits, particularly openness, conscientiousness, agreeableness, and emotional stability, which are essential in fostering effective teaching and learning environments. This implies that the teaching workforce is equipped with the necessary interpersonal and professional dispositions that support classroom management, collaborative relationships, and student engagement. The implications of this finding highlight that while these traits provide a strong foundation for teaching effectiveness, there is a need to continuously nurture and align them with evolving instructional demands through professional development and reflective practice. The presence of openness suggests that teachers are receptive to new ideas and innovative teaching strategies, while conscientiousness reflects their sense of responsibility, organization, and commitment to instructional tasks. Agreeableness further indicates their ability to build positive relationships with learners, promoting a supportive and inclusive classroom atmosphere. Emotional stability, on the other hand, enables teachers to manage stress, maintain composure, and respond effectively to challenges within the classroom. Collectively, these traits contribute to a learning environment that is conducive to both academic achievement and socio-emotional development. However, while personality traits influence teaching behavior, their impact may vary depending on contextual factors such as classroom environment, institutional support, and learner diversity.

This finding is consistent with McCrae and Costa (2023), who emphasized that the Five-Factor Model traits significantly influence job performance, particularly in professions requiring interpersonal interaction, such as teaching. Supporting this, Burris (2020) highlighted that personality traits such as conscientiousness and openness directly affect teaching styles, classroom management, and student outcomes. Furthermore, Goncz (2020) explained that conscientiousness supports structured and goal-oriented classroom management, while emotional stability enables teachers to manage stress and negative emotions effectively. In addition, Jennings and Greenberg (2021) underscored the importance of emotional competence in fostering supportive classroom environments and enhancing student engagement. However, Vidergor (2023) noted that while personality traits are strongly associated with subjective measures of teaching effectiveness, their direct relationship with students' academic achievement may vary. Moreover, Macovie et al. (2021) found that traits such as emotionality, extraversion, and conscientiousness significantly predict teaching efficacy and teacher well-being. These studies collectively reinforce the importance of personality traits as foundational elements of effective teaching while also highlighting the complexity of their influence on student outcomes.

- *Level of Competence of the Teachers in the Integrated Basic Education Department as Assessed by Themselves*

The findings lead to the conclusion that teachers perceive themselves as highly competent in both cognitive

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and motivational domains, reflecting confidence in their instructional abilities and professional responsibilities. This implies that teachers are capable of delivering content effectively while maintaining a positive and engaging classroom environment. The implications of this finding suggest that although teachers demonstrate strong competencies, there remains a need to further strengthen motivational strategies to sustain learner engagement and maximize student participation. The high rating in cognitive competence indicates that teachers are proficient in explaining lessons clearly, providing relevant examples, and facilitating meaningful learning experiences. This reflects a strong foundation in pedagogical content knowledge and instructional delivery. Meanwhile, the high level of motivational competence suggests that teachers demonstrate enthusiasm, maintain positive relationships with students, and exhibit professionalism in their teaching practices. However, the slightly lower ratings in motivational aspects compared to cognitive competence indicate that sustaining student interest and engagement may still require enhancement through innovative and learner-centered approaches. This highlights the importance of balancing content mastery with motivational strategies to ensure holistic teaching effectiveness.

These findings align with Darling-Hammond (2023), who emphasized that effective teaching requires both strong content knowledge and the ability to engage learners meaningfully. Similarly, Nessipbayeva (2022) described teacher competence as a combination of instructional skills and motivational attributes that influence student learning outcomes. Shulman (2020) further highlighted that the ability to transform subject knowledge into understandable instruction is a key indicator of cognitive competence. Meanwhile, Jennings and Greenberg (2021) underscored the importance of emotional and motivational competence in fostering a positive classroom climate. In addition, Boedeker (2025) explained that effective teaching depends on the integration of pedagogical and content knowledge, enabling teachers to address learning gaps effectively. Supporting this, Blomeke (2022) found that teacher competence influences student learning through instructional quality and decision-making processes. These studies support the finding that teachers demonstrate balanced competencies, although continuous enhancement in motivational strategies is necessary.

- *Level of Competence of the Teachers in the Integrated Basic Education Department, as Assessed by the Learners*

The findings lead to the conclusion that learners perceive their teachers as highly competent in both cognitive and motivational domains, indicating that teachers' instructional practices and interpersonal behaviors are effectively experienced and recognized in the classroom. This implies that teachers are successful in delivering lessons clearly, engaging students, and creating a supportive learning environment. The implications of this finding highlight that positive learner perceptions reinforce the effectiveness of teaching practices and underscore the importance of maintaining both instructional clarity and strong teacher–student relationships. The high ratings in cognitive competence suggest that learners appreciate teachers' ability to provide clear explanations, relevant examples, and opportunities for active participation. This indicates that instructional strategies are aligned with learners' needs and promote understanding. Similarly, the high ratings in motivational competence reflect teachers' enthusiasm, encouragement, and supportive behavior, which contribute to a positive classroom climate. The presence of "strongly agree" responses in key indicators further suggests that learners value interactive and engaging teaching approaches. These results emphasize that effective teaching is not only about content delivery but also about fostering an environment where students feel motivated and supported.

These findings are consistent with OECD (2022), which emphasized that effective teachers are those who can deliver content clearly while actively engaging students in the learning process. Darling-Hammond (2023) also noted that students' perceptions of teaching quality are closely linked to instructional clarity and teacher support. Furthermore, Jennings and Greenberg (2021) highlighted that students are more responsive to teachers who demonstrate emotional support and encouragement, which enhances motivation and engagement. Alba and Bridges (2024) emphasized that a positive learning environment fosters student participation and engagement, while Gibson (2021) noted that classroom culture significantly influences students' connection to content and peers. Additionally, Hammond (2024) explained that a supportive and structured environment enhances students' ability to focus and learn effectively. These studies affirm that learners' positive perceptions reflect teachers' effectiveness in both instructional delivery and interpersonal interaction.

- *Test of Difference in the Personality Traits of Teachers in the Integrated Basic Education Department When Grouped According to their Profiles*

The findings lead to the conclusion that there is no significant difference in the personality traits of teachers when grouped according to their profile variables, indicating that these traits remain stable across demographic characteristics. This implies that personality traits such as openness, conscientiousness, agreeableness, and emotional stability are inherent dispositions that are not significantly influenced by factors such as age, sex, or length of service. The implications of this finding suggest that personality traits can be considered consistent predictors of teacher behavior, regardless of demographic background, and therefore should be complemented with professional development initiatives to enhance teaching effectiveness. The consistency of these traits across different profiles indicates that teachers share similar behavioral tendencies and interpersonal approaches in the classroom. This stability reinforces the idea that personality traits are deeply rooted characteristics that influence how teachers interact with students, manage classrooms, and respond to challenges. However, while these traits remain constant, their expression in teaching practices may still be shaped by experience, training, and institutional support. This highlights the importance of focusing on skill development and instructional strategies rather than demographic factors in improving teaching performance.

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This finding is supported by McCrae and Costa (2023), who argued that personality traits are relatively stable across time and less influenced by demographic variables. Similarly, Burris (2020) emphasized that personality traits are enduring characteristics that consistently influence behavior across contexts. Macovie et al. (2021) also found that while personality traits influence teaching effectiveness, they do not significantly vary based on demographic factors. Furthermore, Vidergor (2023) highlighted that personality traits operate independently of demographic characteristics in predicting teaching outcomes. These findings suggest that personality traits are inherent dispositions that remain consistent regardless of teachers' profiles.

- *Test of Difference in the Level of Competence of the Teachers in the Integrated Basic Education Department as Assessed by Themselves When Grouped According to Their Profile*

The findings lead to the conclusion that there is no significant difference in the level of competence of teachers as assessed by themselves when grouped according to their profile variables. This implies that teachers, regardless of age, sex, or length of service, perceive themselves to possess similar levels of competence in both cognitive and motivational domains. The implications of this finding suggest that competence is shaped more by professional training, instructional experience, and institutional standards rather than demographic characteristics. The uniformity in self-assessed competence indicates that teachers share comparable levels of confidence in their instructional abilities and professional responsibilities. This may reflect the presence of standardized teaching practices, shared institutional expectations, and similar exposure to professional development programs. However, while self-perceptions of competence are consistent, actual teaching performance may still vary depending on individual experiences and contextual factors. This underscores the importance of continuous professional development and reflective practice in enhancing teaching effectiveness beyond self-perceived competence.

This finding is consistent with Canuto et al. (2024), who found no significant differences in teaching competencies when grouped according to demographic variables such as age, sex, and years of service. Similarly, Cordero and Solar (2025) reported that adherence to teaching standards does not significantly differ across most demographic factors. Additionally, Cabradilla (2025) found no significant relationship between teacher profile and competency levels. These studies suggest that competence is shaped more by professional training and experience rather than demographic characteristics.

- *Difference in Level of Competence as Assessed by Themselves and Learners*

The findings lead to the conclusion that there is minimal difference between teachers' self-assessment and learners' assessment of teaching competence, indicating alignment between perceived and actual instructional performance. This implies that teachers have an accurate understanding of their competencies as reflected in students' classroom experiences. The implications of this finding suggest that reflective practice is evident among teachers, allowing them to evaluate their performance realistically and align it with learners' perceptions. The consistency between these assessments indicates that teachers are aware of their strengths and areas of effectiveness, particularly in delivering content and engaging students. It also suggests that students' feedback can serve as a reliable indicator of teaching quality, reinforcing the value of incorporating multiple perspectives in evaluating instructional effectiveness. However, while alignment is evident, continuous feedback mechanisms should be strengthened to ensure ongoing improvement in teaching practices.

This finding is supported by Cabradilla (2025), who found no significant difference between teachers' self-assessment and supervisor evaluation of competencies. Similarly, Blomeke (2022) emphasized that teacher competence is reflected in instructional quality, which is observable by learners. Jimenez (2021) also noted that multiple assessment perspectives provide a more comprehensive understanding of teaching effectiveness. These findings suggest that teachers have an accurate perception of their competencies, which is validated by learners' experiences.

- *Test of Relationship Between the Personality Traits and Competence of Teachers in the Integrated Basic Education Department*

The findings lead to the conclusion that there is no significant relationship between personality traits and teaching competence in both cognitive and motivational domains. This implies that while personality traits influence interpersonal interactions and classroom atmosphere, they do not directly determine measurable teaching competence. The implications of this finding suggest that teaching competence is more strongly shaped by professional knowledge, pedagogical skills, and training rather than inherent personality characteristics. The absence of a significant relationship indicates that effective teaching is not solely dependent on dispositional traits but rather on the application of learned skills and instructional strategies. While traits such as openness and conscientiousness may support certain aspects of teaching, they do not guarantee high levels of competence without proper training and experience. This highlights the importance of focusing on competency-based development programs to enhance teaching effectiveness.

This finding is supported by Jennings and Greenberg (2021), who emphasized that emotional competence and personality traits directly affect teaching effectiveness and classroom climate. Macovie et al. (2021) also found that personality traits significantly predict teaching efficacy and well-being. Furthermore, Goncz (2020) highlighted that traits such as conscientiousness and emotional stability contribute to effective classroom management and instructional delivery. Burris (2020) reinforced that personality traits influence teaching styles and student outcomes. These studies collectively confirm that personality traits are integral to the development and demonstration of teaching competence.

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V. CONCLUSIONS

The findings indicate that the teachers in the Integrated Basic Education Department are predominantly young, early-career professionals who are mostly female, single, and holding bachelor's degrees, with relatively short teaching experience. This leads to the conclusion that the institution is supported by a dynamic and adaptable workforce that is still in the process of developing its professional expertise. The implications of this profile suggest the need for sustained professional development, mentoring, and opportunities for advanced academic engagement to strengthen instructional quality and long-term teaching effectiveness. In terms of competence, teachers perceive themselves to be highly capable in both cognitive and motivational domains, demonstrating confidence in delivering lessons, facilitating engagement, and maintaining professional relationships with learners. However, the slightly lower emphasis on motivational aspects implies a need to further enhance strategies that sustain student interest and participation, highlighting the importance of balancing content delivery with learner-centered approaches.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are offered:

- School administrators may strengthen faculty development programs focusing on instructional innovation, learner engagement, and motivational teaching strategies to further improve teaching effectiveness.
- Teachers may continue participating in professional development seminars, workshops, and graduate studies to enhance cognitive and motivational competence.
- The institution may establish mentoring and coaching programs for early-career teachers to support instructional growth and classroom management skills.
- Teachers may utilize learner feedback mechanisms to better understand classroom motivational dynamics and improve learner-centered instruction.
- Future researchers may conduct similar studies involving larger populations and additional variables to further examine factors influencing teacher competence and instructional effectiveness.

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