Teachers' Personality Traits and Pupils' Learning Motivation

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Abstract

Teachers serve as role models for their students, and their personalities, knowledge, skills, attitudes, and actions significantly impact their students' success in life. This study aims to determine how students perceive their teachers' personality traits and how these traits relate to the pupils' learning motivation. The study involved 302 Grade 6 students from four selected elementary schools in the West II District of the Cagayan de Oro City School Division, and a quantitative research design was employed. The researcher created an instrument, which was established to be valid and reliable. The findings suggest that as teachers' personality traits improve, their pupils' learning motivation also improves. Highly motivated students perceive their teachers as more professional, and this motivates them to perform well in class. The study concludes that teachers' professional traits, as perceived by pupils, including agreeableness, openness, extraversion, and conscientiousness, significantly contribute to pupils' learning motivation throughout the teaching-learning process. The pupils' insights into their teachers' personality traits are highly attributable to their intrinsic and extrinsic motivation. Pupils are persuaded to work towards a goal when they feel that their efforts count and feel accomplished when they are involved in the teaching-learning process. Therefore, the study recommends that schools organize workshops to enhance teachers' personality traits.

Keywords: personality traits, pupils' perception, motivated

1. Introduction

Teachers are the prime movers of the learning process. They are responsible for facilitating the whole process of learning in the classroom. It is their responsibility to make every learning activity satisfying for the learners. Thus, a teacher should have a thorough understanding of the nature of the learners, making the learning experience of each learner effective, productive, and meaningful. Moreover, the teachers must possess the traits that would help learners be even more motivated, guided, and knowledgeable. The study of Acero et al. (2016) revealed that teachers play a vital role in the classroom wherein the teachers are the manager, counselor, leader, model, public relations specialist, parent surrogate, facilitator, and instructor. Because of these multiple roles, teachers must have the qualities required to perform these complex and difficult tasks as the architects of pupils' lives. Furthermore, the University of Houston, College of Education, (2016) showed that there are effective characteristics and behaviors that an educator must possess, such as physical characteristics, personality characteristics, responsibility characteristics, communication skills, professional relationship skills, and commitment to the teaching profession which are huge contributors to effective learning.

On the other hand, the skills needed for effective teaching involve more than just expertise in an academic field (Georgetown University, 2016). Educators must be able to interact effectively with the learners and help them understand a new way of looking at the world. Although there are many ways to teach effectively, good instructors have several qualities in common. They are prepared, set clear and fair

expectations, have a positive attitude, are patient with students, and assess their teaching on a regular basis. They can adjust their teaching strategies to fit both the students and the material, recognizing that different students learn in different ways and increasing and sustaining the motivation of the learners to learn. However, the motivation to learn is a competence acquired through general experience that is predominantly stimulated through modeling, communication of expectations, and direct instruction or socialization by significant others (Koca 2016). Moreover, a growing body of research has examined the effects of the quality of teacher-pupil face-to-face interaction on pupil academic motivation. The degree to which children develop social and academic competencies in their school lives is a good indicator of successful school adaptation and positive teacher and peer relationships.

One of the bases for the students to learn and excel in academics is for them to feel comfortable in the environment as well as with the teachers. Teachers' traits and characteristics can affect students mentally and emotionally. So, from a clearer perspective, a teacher must interact with the learners in a positive way. Failure to do positive interaction may develop psychological discomfort in the students by their experience with their teacher. The study of Sword (2020) reveals that successful teaching is generally considered to require only 50% knowledge to 50% communication skills. As a result, a teacher should be proficient in all four modes of communication listening, speaking, reading, and writing–and should know how to utilize this proficiency effectively in a school environment. Being able to do this has been proven to impact the success students achieve in their academic lives, as well as the teacher's own professional success.

Moreover, positive teacher-pupil relationships can contribute to a warm classroom environment that supports successful alteration in school and thereby increases learners' motivation to learn. In contrast, conflictual teacher-pupil relationships are associated with lower achievement and lower self-esteem, as well as ongoing relational conflict with peers. The role of an educator has been and will always be to empower and impart skills and knowledge in the learners, to relate themselves to their pupils and think of innovative ways in which to explain different subject matters and to ensure pupils really understand what is being taught. Hence, the goal of this study is to identify the personalities of the teachers in relation to pupils learning in selected schools in Cagayan de Oro City. Furthermore, this study aims to identify the admirable qualities and character traits of educators that have a significant impact on pupils' motivation and eagerness to learn.

This study is anchored on Jacquelynne Eccles' and her contemporaries' reliance on the Expectancy-Value Theory of Achievement Motivation (Wang & Xue, 2022). In accordance with the idea, people's expectations for success and the value they place on tasks in particular areas work in concert to promote achievement-related alternatives. Pupils, for example, are more inclined to pursue an activity if they expect to do well and value the activity. The model further differentiates task value into four components: attainment value, such as the importance of doing well; intrinsic value or personal enjoyment; utility value, the perceived usefulness for future goals; and cost, such as competition with other goals. According to the expectancy-value model, expectations for success and task value are shaped by a combination of factors. These include child characteristics such as abilities, previous experiences, goals, self-concepts, beliefs, expectations, interpretations, and environmental influences. It reveals that whereas teacher practice variables showed significant result sizes for language learning self-efficacy, personality variables exhibited great impact sizes for motivational orientations (Hennebry-Leung & Xiao, 2020).

The expectancy-value theory is a useful framework through which one can understand how learners perceive themselves and their abilities, as well as how others see them. Moreover, research has proven that educational context influences learners' academic choices, goals, and success (Rosenzweig et al., 2019). Previous research proposed that the single factor with the greatest impact on whether a student learns is his or her motivation (Koca, 2016). Motivation is considered an important, if not the most important, factor influencing student learning. Further, pupils' learning is not completely based on the individual's own drive. Through encouragement, teachers play a crucial role in improving pupils' learning. Supporting pupils'

competency, independence, relevance, relatedness, instructors' interests in the subject, and self-efficacy might help teachers boost pupils' motivation to learn (Schuitema et al., 2016). Teachers must create a motivating atmosphere even if motivation might be intrinsic or extrinsic pupils' learning motivation. Positive interactions between teachers and pupils increase the likelihood that pupils will be motivated to learn.

Additionally, constructing relationships with pupils can be difficult; nonetheless, being optimistic and inspiring pupils can support their intrinsic desire (Minahan, 2019). Research into the relationship between pupils' perceptions of social support and independence support from their teachers and self-regulated learning and accomplishment came to the conclusion that the relationship between the pupils and their teachers had an impact on the pupil's learning, performance in school, and social and emotional well-being (Schuitema et al., 2016). Early development of the capacity to deal with pupils one-on-one can shape the character of teacher-pupil interaction. Teachers' caring, trusting, and positive relationships with their pupils can initiate them to learn. Üstüner's (2017) Theory of Personality and Attitude towards the Teaching Profession: Mediating Role of Self Efficacy revealed the relationship among the pre-service teachers' five personality traits and their perspectives on the teaching field, as well as any potential mediating role that their self-efficacy beliefs may play. Among the five personality qualities, four are studied – agreeableness, openness, extraversion, and conscientiousness – were initiated to have a substantial positive relationship with teacher self-efficacy beliefs, while self-control had a significant negative correlation. The association between pre-service teachers' conscientiousness, agreeableness, and attitudes toward the teaching profession, as well as the relationship between their openness and extraversion personality characteristics, was revealed to be somewhat impacted by their self-efficacy views. The teachers' personality traits, including their agreeableness, openness, extraversion, and conscientiousness, are the independent variables. The amount of intrinsic and extrinsic motivation for learning, on the other hand, is the dependent variable. It's critical to determine what influences extrinsic motivation, psychological health, and intrinsic motivation, which have a direct bearing on educational settings (Ryan & Deci, 2020). Supports for pupils' core psychological needs for autonomy, competence, and relatedness aid both intrinsic motivation and well-internalized (and thus autonomous) types of extrinsic motivation in predicting a variety of positive outcomes across a range of educational levels and cultural situations. Findings also indicate a dynamic relationship between teacher and student motivation, as governing mandates, institutional constraints, and leadership theories influence and constrain teachers.

2. Methodology

This study employed a descriptive-correlational research design, which involves gathering quantifiable information through data analysis, recording, and interpretation. Descriptive research aims to provide a comprehensive and accurate representation of a phenomenon by collecting quantitative information that can be tabulated and analyzed using statistical methods.

This study aims to investigate the link between pupils' perceptions of teachers' personalities and academic success. A correlational study strategy was employed to accomplish this. With this approach, the researcher examines correlations between variables without modifying any of them. The degree and/or direction of the association between two or more variables, which may be positive or negative, is shown in a correlation (Bhandari, 2022). Therefore, the purpose of the study is to explain how teachers' personality traits and pupil motivation for learning interact. It is to describe how the personality traits of teachers correlate to the learning motivation of their pupils in an educational setting.

Grade 6 students at elementary schools in the West II District of the Division of Cagayan de Oro were sampled for the study for the school year 2022-2023, using a stratified random sampling method to select participants. In a stratified sample, the population is divided into homogeneous subpopulations called strata based on specific characteristics, and each member of the population is assigned to one stratum. The researcher then selects a sample from each stratum using another probability sampling method, such as cluster

or simple random sampling, allowing statistical measures to be estimated for each sub-population (Arnab, 2017). In this study, the researcher used the Raosoft formula to determine the sample size, which was found to be 302.

Descriptive and inferential statistics were used as statistical tools in analyzing the data. Mean and Standard Deviation were utilized for Problems 1 and 2 to determine the extent of the teachers' personality traits as perceived by the pupils and the pupil's learning motivation. To test the correlation between the dependent and independent variables, Pearson r Moment Correlation was used. This was used to measure whether there is a significant relationship between variables – teacher's personality traits as perceived by learners and learner's motivation.

3. Results and Discussion

Problem 1. What is the extent of personality traits of the teachers as perceived by the pupils in terms of:
   1.1 Agreeableness,
   1.2 Openness,
   1.3 Extraversion, and
   1.4 Conscientiousness?

Table 1
Agreeableness of Teachers as Perceived by Pupils

Indicators	Mean	SD	Verbal Description	Interpretation
1. My teacher is kind.	4.71	0.56	Strongly Agree	Very High
2. My teacher is friendly.	4.57	0.60	Strongly Agree	Very High
3. My teacher is caring.	4.66	0.69	Strongly Agree	Very High
4. My teacher is polite.	4.64	0.62	Strongly Agree	Very High
5. My teacher is trustworthy.	4.71	0.57	Strongly Agree	Very High
6. My teacher is thoughtful.	4.63	0.63	Strongly Agree	Very High
7. My teacher is loving.	4.63	0.63	Strongly Agree	Very High
8. My teacher is helpful.	4.67	0.58	Strongly Agree	Very High
9. My teacher is understanding.	4.69	0.62	Strongly Agree	Very High
10. My teacher has compassion for others.	4.69	0.57	Strongly Agree	Very High
Overall	4.66	0.42	Strongly Agree	Very High

Note: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderately High,1.81-2.60 Low, 1.00-1.80 Very Low

Table 1 shows the distribution of the mean scores of teachers' level of agreeableness as perceived by pupils. Overall, results show a very high (M=4.66, SD=0.42) sense of agreeableness. Furthermore, all indicators also reveal a very high mean score, which supports the overall results of Table 1. Results in Table 1 imply that the personality trait – of agreeableness as described in this study is a teacher's quality manifesting behavioral characteristics that are perceived as sympathetic, cooperative, warm, and considerate. Students perceived their teachers to be friendly and trustworthy, with the highest mean score (M=4.71, SD=0.56) among the traits listed. Among the traits presented, thoughtfulness and loving have the lowest mean score of 4.63 with a standard deviation of 0.63. According to these findings, students thought their teachers were very agreeable.

Moreover, high levels of agreeableness in a teacher are crucial for shaping the personalities of their students and contributing to their learning. To fulfill this duty, teachers must master a range of skills and traits

that allow them to serve as role models for their students. These traits include not only knowledge and abilities but also personal qualities such as consideration, generosity, and a willingness to put others' needs ahead of their own. The impact of teachers on students' achievement is fundamental, and improving the quality of teaching will therefore directly affect the effectiveness of the educational system (Maureen & Cabauatan, 2021). In short, there is a correlation between agreeableness and teacher effectiveness, with traits like generosity, assistance, and consideration playing a particularly important role.

Table 2

Openness of the Teachers as Perceived by Pupils

Indicators	Mean	SD	Verbal Description	Interpretation
1. My teacher is creative.	4.53	0.69	Strongly Agree	Very High
2. My teacher is admitting mistakes.	4.46	0.79	Strongly Agree	Very High
3. My teacher sees beauty in things that others might not notice.	4.55	0.70	Strongly Agree	Very High
4. My teacher is open-minded.	4.62	0.63	Strongly Agree	Very High
5. My teacher is embracing new things.	4.51	0.71	Strongly Agree	Very High
6. My teacher keeps fighting for challenges in life.	4.46	0.86	Strongly Agree	Very High
7. My teacher is talented.	4.55	0.70	Strongly Agree	Very High
Overall	4.53	0.48	Strongly Agree	Very High

Note: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderately High,1.81-2.60 Low, 1.00-1.80 Very Low

Table 2 displays the distribution of the mean scores of teachers' level of openness. Overall, the data shows a very high (M=4.53, SD=0.48) pupil perception towards their teacher's sense of openness. Moreover, all indicators reveal a very high mean score. As shown in Table 2, this result demonstrates how students perceive their teachers to be open-minded, with the highest mean score of 4.62. However, students have a lower perception of the teacher's ability to admit mistakes and cope with life's challenges, among other traits, with a mean score of 4.46.

This supports the idea that teachers should encourage students to be creative and open to new ideas in subjects (Gonzales & Rosales, 2022). Hence, by demonstrating collaboration starting from the teacher, active learning can be encouraged in the teaching-learning process. Teachers who are open and creative in their teaching style can inspire and motivate students to be more creative as well (Hennessey & Amabile, 2010). Openness has a positive impact on engaging in conversations, being open-minded, and problem-solving. A teacher's job is more than just imparting knowledge; it also includes getting to know each of his or her students and assisting them in finding their own paths (Qian Deng et al., 2020). Therefore, the highly positive and favorable results in Table 2 are beneficial for the teaching and learning process.

Table 3 indicates the distribution of the mean scores for teachers' levels of extraversion. Overall, the findings show a very high value of extraversion (M=4.48, SD=0.46). Moreover, very high mean scores are also revealed for all the indicators that support the overall mean. This suggests that the personality attribute of extraversion is strongly displayed and observed by the pupils.

One notable result is the teacher's ability to cheer up the learners, which received the highest mean score (M=4.69, SD=0.64). In contrast, the teacher's ability to be the life of the party received the lowest mean score (M=4.07, SD=0.46). This reveals that while teachers are highly capable of motivating learners, they may not do so in an entertaining way. The teacher's motivational actions still fall within the boundaries of the formal teaching-learning process.

Table 3
Extraversion of the Teachers as Perceived by Pupils

	Indicators	Mean	SD	Verbal Description	Interpretation
1	My teacher is very energetic during discussions.	4.67	0.63	Strongly Agree	Very High
2	My teacher enjoys conversation.	4.63	0.67	Strongly Agree	Very High
3	My teacher likes entertaining people.	4.50	0.73	Strongly Agree	Very High
4	My teacher is very approachable.	4.50	0.72	Strongly Agree	Very High
5	My teacher cheers learners up.	4.69	0.64	Strongly Agree	Very High
6	My teacher knows how to catch our attention.	4.58	0.63	Strongly Agree	Very High
7	My teacher feels comfortable around the crowd.	4.27	0.84	Strongly Agree	Very High
8	My teacher is skilled in handling social situations.	4.45	0.70	Strongly Agree	Very High
9	My teacher starts a conversation.	4.42	0.78	Strongly Agree	Very High
10	My teacher is the life of the party.	4.07	0.97	Strongly Agree	Very High
	Overall	4.48	0.46	Strongly Agree	Very High

Note: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderately High,1.81-2.60 Low, 1.00-1.80 Very Low

Extroverted and controlling teachers use different teaching methods to motivate their learners (Reeve & Jang, 2016). Teaching is not just a job, as it requires specific talent. Some individuals may have a bad temper and get easily irritated, which can negatively impact their teaching. However, an extraverted teacher can relate well with their pupils. This is a notable trait, as it is one of the key performance indicators that are measured during class observations to evaluate teacher proficiency.

Table 4
Conscientiousness of the Teachers as Perceived by Pupils

	Indicators	Mean	SD	Verbal Description	Interpretation
1.	My teacher is responsible for his/her work.	4.80	0.52	Strongly Agree	Very High
2.	My teacher is organized.	4.67	0.61	Strongly Agree	Very High
3.	My teacher is hard-working.	4.77	0.57	Strongly Agree	Very High
4.	My teacher follows his/her plan.	4.57	0.73	Strongly Agree	Very High
5.	My teacher is diligent in his/her work.	4.71	0.61	Strongly Agree	Very High
6.	My teacher pays attention to details.	4.65	0.62	Strongly Agree	Very High
7.	My teacher gets chores done right away.	4.54	0.73	Strongly Agree	Very High
8.	My teacher does things according to a plan.	4.56	0.64	Strongly Agree	Very High
9.	My teacher is always prepared.	4.71	0.56	Strongly Agree	Very High
10.	My teacher completes tasks successfully.	4.67	0.55	Strongly Agree	Very High
	Overall	4.66	0.40	Strongly Agree	Very High

Note: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderately High,1.81-2.60 Low, 1.00-1.80 Very Low

Table 4 presents the distribution of the mean scores for teachers' levels of conscientiousness. The overall sense of conscientiousness is very high (M=4.66, SD=0.40), and this high mean score is reflected in all structures assessed. A conscientious teacher is characterized by qualities such as being careful and diligent in handling his/her class. The teachers in this study demonstrated how to do their tasks well and take their obligations to their learners seriously. Additionally, the results suggest that the teachers in this study are efficient and organized. For example, their classrooms are well-arranged, records are well-kept, and learners know where to find classroom materials.

Similar findings were found for conscientiousness, highlighting the significance of personality traits exhibited towards pupils in promoting their academic development. Students have the highest perception that their teachers were responsible for their work (M=4.80, SD=0.52), but a lesser perception of their teachers' ability to complete chores right away (M=4.54, SD=0.73). This data could indicate that, while teachers are accountable for their tasks, students may believe that teachers cannot complete them all at once. Meador (2019) connotes that while a teacher's personality can contribute to students' success, success is not always defined in the same way. Additionally, one of the key traits of successful teachers is conscientiousness.

Problem 2. What is the level of pupils' learning motivation in terms of:
    2.1 Intrinsic Motivation and
    2.2 External motivation?

Table 6
Intrinsic Motivation of Pupils

Indicators	Mean	SD	Verbal Description	Interpretation
1. I prefer challenging classwork so I can learn new things.	4.63	0.62	Strongly Agree	Very High
2. It is important for me to learn what is being taught in this class.	4.76	0.49	Strongly Agree	Very High
3. I like what I am learning in this class.	4.77	0.49	Strongly Agree	Very High
4. I tried some new ideas and find that I enjoy it very much.	4.63	0.59	Strongly Agree	Very High
5. I think that what I am learning in this class is useful for me.	4.66	0.62	Strongly Agree	Very High
6. I think that what I am learning in this class is interesting.	4.59	0.62	Strongly Agree	Very High
7. Understanding the subject is important to me.	4.69	0.64	Strongly Agree	Very High
8. I like learning a lot of interesting things about the subject.	4.71	0.59	Strongly Agree	Very High
9. I feel happy when I learn about something interesting in the subject.	4.75	0.50	Strongly Agree	Very High
10. I like learning something new about people and things that interest me.	4.68	0.58	Strongly Agree	Very High
			Strongly Agree	Very High
Overall	4.69	0.40		

Note: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderately High,1.81-2.60 Low, 1.00-1.80 Very Low

The distribution of the mean intrinsic motivation level of the pupils is shown in Table 6. Overall, results indicate a very strong sense of intrinsic drive (M=4.66, SD=0.42). Also, the mean score for each

component is very high. It indicates that learners who have autonomy are intrinsically motivated. Additionally, they have a sense of success and think that their efforts are worthwhile in mastering new skills. Table 6 shows the very high motivation of students learning in class with the highest mean of 4.77. Pupils are more likely to favor easy classwork (M=4.63, SD=0.62) and less likely to prefer challenging classwork (M=4.63, SD=0.62) and enjoy trying new ideas (M=4.63, SD=0.59).

Similarly, intrinsic motivation refers to the internal force that drives behavior. It enables a pupil to have personal fulfillment without receiving rewards from others. Ryan and Deci (2017) have discovered that intrinsic motivation is a strong predictor of improved learning, performance, creativity, best development, and mental health. Learners tend to be self-driven and goal-oriented and rarely seek out immediate approval from others, especially in the educational setting. High-achieving pupils that are intrinsically motivated typically achieve these goals on their own and with little assistance or motivation from others.

Table 7

Extrinsic Motivation of Pupils

Indicators	Mean	SD	Verbal Description	Interpretation
1. I try to learn the subject because I need a good score on tests.	4.79	0.47	Strongly Agree	Very High
2. I practice learning the subject because I need to do well in my other classes.	4.67	0.59	Strongly Agree	Very High
3. I practice learning the subject because I want a higher learning score on tests.	4.78	0.50	Strongly Agree	Very High
4. I need to learn the subject because I have been told that I need to learn it.	4.64	0.57	Strongly Agree	Very High
5. I want to learn the subject to improve my grades.	4.77	0.53	Strongly Agree	Very High
6. I like my teacher to say that I learn well in her/his subject.	4.79	0.51	Strongly Agree	Very High
7. I like my friends to tell me that I am doing good in the class.	4.65	0.66	Strongly Agree	Very High
8. I like to get positive comments about my performance in class.	4.66	0.59	Strongly Agree	Very High
9. I am willing to work hard to learn better than my friends.	4.57	0.65	Strongly Agree	Very High
10. I try my best and encourage others.	4.69	0.58	Strongly Agree	Very High
			Strongly	Very High
Overall	4.70	0.36	Agree	

Note: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderately High,1.81-2.60 Low, 1.00-1.80 Very Low

Table 7 displays the distribution of the mean scores of extrinsic motivations of pupils. Overall, the results show a very high sense of extrinsic motivation (M=4.70, SD=0.36). Also, each component of extrinsic motivation as shown by the mean scores, is also very high, further supporting the overall results. Table 7 shows that students strive for high test scores (M=4.79, SD=0.47) and are motivated when teachers tell them they did well in the subject (M=4.79, SD=0.51). This demonstrates that learners are motivated to work toward a goal because doing so will satisfy their motivation. Extrinsic motivation, rewards, or other incentives, such as being known in class or receiving a reward displayed in class, can encourage certain behaviors. Extrinsic incentives may not always provide an obvious benefit.

A pupil who is extrinsically motivated to succeed in school may have various reasons for doing so. For

example, the fear of failing could be a motivating factor. In another instance, receiving cash rewards from family members could incentivize a pupil to perform well. Therefore, extrinsic motivation encompasses both negative emotions such as resentment and unhappiness as well as positive emotions like joy and optimism (Thoron & Bunch, 2018).

Problem 3. Is there a significant relationship between the extent of personality traits of the teachers as perceived by the pupils and the level of pupils' learning motivation?

Table 9

Correlation between the level of pupils' learning motivation and the extent of the personality traits of the teachers as perceived by the pupils

Variables	Teachers' Personality Traits (M=4.58, SD=.38)		
	r	p-value	Decision on Ho
Pupils' Learning Motivation (M=4.35, SD=.35)	0.717**	0.000	Reject Ho

Note: **significant at 0.05 level

There is a strong and positive correlation between pupils' learning motivation and the personality traits of teachers (r=0.717, p=0.00). In other words, as the personality traits of teachers go high, the pupils' learning motivation also goes high. It means that students who are highly motivated have perceived their teachers to be more professional. The personality of a teacher serves as the foundation for how they will act and will serve as role models for pupils in inspiring interest in learning new things. Teachers set an example for their students. Thus, they need to have a personality that is relatable to them since they serve as role models. The attitudes and temperament of teachers may either positively or negatively affect the teaching and learning process. Teachers will succeed in their role and be able to satisfy their students if they possess good personality traits including enthusiasm, patience, cooperation, and authority. The results are supported by Blazar and Kraft (2017), who propose that a set of organizing strategies and emotional supports are just as crucial to students' success as teachers' teaching strategies. They contend that teachers can help children develop greater levels of independence, motivation to study, and risk-taking by providing emotional support and a stable, consistent, and safe atmosphere.

Table 10

Correlation between the level of pupils' learning motivation and the extent of the personality traits of the teachers as perceived by the pupils by subfactors

	Motivation (Overall)			Intrinsic			Extrinsic		
	r	p-value	Decision	r	p-value	Decision	r	p-value	Decision
Teacher's Traits	.717**	0.00	Reject Ho	.689**	0.00	Reject Ho	.654**	0.00	Reject Ho
Agreeableness	.651**	0.00	Reject Ho	.614**	0.00	Reject Ho	.608**	0.00	Reject Ho
Openness	.571**	0.00	Reject Ho	.557**	0.00	Reject Ho	.512**	0.00	Reject Ho
Extraversion	.576**	0.00	Reject Ho	.525**	0.00	Reject Ho	.557**	0.00	Reject Ho
Conscientiousness	.715**	0.00	Reject Ho	.725**	0.00	Reject Ho	.610**	0.00	Reject Ho

Note: **significant at 0.05 level

The analysis revealed a significant positive correlation between overall motivation and overall teacher personality attributes, with a correlation coefficient of .717 (p < .01). This finding implies that a teacher's personality has a crucial role in student motivation and achievement. As noted by Karakus and Kokoc (2017), teacher personality traits such as openness, conscientiousness, and agreeableness have been associated with positive student outcomes. Thus, it is vital for teacher training programs to prioritize the development of these traits.

Another implication is that teacher motivation is also a crucial factor to consider. A study by Cheung and Tang (2017) revealed that teacher motivation was positively correlated with student motivation and academic achievement. Thus, schools and educational institutions must establish a supportive and motivating work environment for teachers. One can also examine the sub-dimensions of the teacher's personality attributes and correlate them with the sub-dimensions of motivation. For instance, one can explore the relationship between agreeableness and intrinsic motivation. The analysis revealed a significant positive correlation between intrinsic motivation and the sub-dimension of agreeableness in teacher personality traits, with a correlation coefficient of .614 (p < .01).

One implication of this finding is that teacher agreeableness is a vital factor in fostering students' intrinsic motivation. As noted by Naylor and Briggs (2017), agreeable teachers tend to be more supportive and nurturing, which can lead to greater student engagement and motivation. Hence, schools and educational institutions should prioritize the recruitment and development of agreeable teachers. Another implication is that teacher training programs should prioritize the development of agreeableness as a key aspect of teacher personality. A study by Norouzizadeh and Salimi (2018) revealed that teacher training programs can effectively enhance the agreeableness trait in pre-service teachers through various interventions. Thus, teacher training programs should incorporate interventions aimed at developing agreeableness among future teachers.

In the context of the Philippines, one implication of this finding is that teacher agreeableness is essential in fostering intrinsic motivation among Filipino students. Agreeable teachers are known to be more supportive, approachable, and caring, which can result in greater student engagement and motivation (Balbarino et al., 2018). Therefore, schools and educational institutions in the Philippines should prioritize the recruitment and development of agreeable teachers.

Another implication is that teacher training programs in the Philippines should prioritize the development of agreeableness as a key aspect of teacher personality. A study by Bautista (2017) discovered that perceived competence and academic goals influence intrinsic motivation and academic achievement among Filipino students. Thus, teacher training programs should incorporate interventions aimed at developing agreeableness among future Filipino teachers.

4. Conclusions and Recommendations

1. The findings of this study highlight the importance of teachers' personalities in promoting students' academic development. Teachers who possess positive personality traits can serve as role models, inspire, and motivate their students, and contribute to their overall success. This research could provide valuable insight into the role of personality traits in teaching, which can help educational institutions to develop effective teacher training programs that emphasize the importance of personal qualities along with knowledge and abilities.

2. To promote positive behavior and performance in educational environments, a combination of intrinsic and extrinsic incentive can be used. Teachers can promote autonomy, effort, and a sense of success to foster intrinsic drive, although extrinsic incentives might use judiciously to encourage goal-oriented behavior and reinforce positive outcomes.

3. The correlation between teacher personality and student motivation implies that teacher training programs should emphasize the development of these traits as a key aspect of teacher personality.

Creating a supportive and motivating work environment for teachers is also important for enhancing student motivation and academic achievement.

The following recommendations were made based on the key findings of the study and the conclusion reached.

1. The Department of Education Division of Cagayan de Oro City could develop training programs that focus on developing and enhancing positive personality traits in teachers. This could include workshops or coaching sessions designed to help teachers cultivate skills related to creating positive learning environments, fostering creativity and active learning, building relationships with students, and promoting careful and diligent teaching practices.
2. It is recommended to adopt a balanced approach to motivate students by incorporating both intrinsic and extrinsic factors. To promote intrinsic motivation, teachers should create learning environments that foster autonomy, effort, and a sense of accomplishment. Extrinsic motivators such as rewards and recognition are used judiciously to encourage positive behaviors and performance. It is essential to assess the effectiveness of motivation strategies regularly and adjust as needed as this can help ensure that students remain engaged and motivated throughout their educational journeys.
3. Teacher training programs in the Division of Cagayan de Oro City should prioritize the development of personality traits that positively impact student motivation, such as enthusiasm, patience, cooperation, and authority. By focusing on these areas, teachers can improve their ability to fulfill their roles, satisfy their students, and positively influence their academic achievement. Additionally, schools and education systems should prioritize initiatives that promote teacher motivation and well-being, as this can have a positive impact on student motivation and academic success.

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