

TEACHERS' PROFESSIONAL FULFILLMENT, PERSONALITY TRAITS, AND EFFECTIVENESS: A CONVERGENT ANALYSIS IN THE SCHOOLS DIVISION OF COTABATO

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ABSTRACT

This study examined the relationship between teachers' professional fulfillment, personality traits, and effectiveness in the Schools Division of Cotabato using a convergent mixed-methods design. Anchored on Goal Theory and a pragmatist worldview, the study integrated quantitative and qualitative data to provide a comprehensive understanding of the variables. A total of 377 teachers participated in the quantitative phase, while 25 teachers were selected for in-depth interviews. Results revealed that teachers demonstrated high levels of professional fulfillment in terms of compensation and promotion, working conditions, and interpersonal relations. Personality traits such as extroversion, agreeableness, conscientiousness, neuroticism, and openness to experience were also rated highly. Similarly, teachers' effectiveness in terms of commitment, knowledge of subject matter, independent learning, and management of learning was found to be very high. Statistical analysis showed significant relationships and influences among the variables. Qualitative findings supported these results by highlighting teachers' lived experiences related to workplace satisfaction, emotional resilience, and professional commitment. The study concludes that professional fulfillment and personality traits significantly contribute to teacher effectiveness and recommends strengthening institutional support systems to enhance teaching performance.

Keyword: *Professional Fulfillment, personality trait, effectiveness*

1. INTRODUCTION

Teacher effectiveness remains a cornerstone of academic achievement and institutional stability, as it directly influences the quality of education and student outcomes. Contemporary educational frameworks emphasize that effective teaching is not only dependent on pedagogical competence but is also deeply influenced by teachers' psychological well-being and professional environment. In recent years, the teaching profession has faced increasing challenges, including burnout, low compensation, and insufficient institutional support, which threaten the sustainability of the education workforce. Reports indicate that a significant number of educators are considering leaving the profession due to these pressures, highlighting the urgent need for systemic interventions.

Professional fulfillment has emerged as a critical factor in maintaining a resilient and effective teaching force. Teachers who experience satisfaction in terms of compensation, working

conditions, and interpersonal relationships are more likely to remain committed and perform effectively. At the same time, personality traits such as extroversion, conscientiousness, and emotional stability play an essential role in shaping teachers' behavior, motivation, and ability to manage classroom challenges. Despite the growing body of literature on teacher performance, there remains a gap in understanding how professional fulfillment and personality traits interact to influence teacher effectiveness, particularly in localized contexts such as the Schools Division of Cotabato.

This study aims to examine the relationship between teachers' professional fulfillment, personality traits, and effectiveness and to explore how these factors collectively contribute to teaching performance. By integrating quantitative and qualitative approaches, the study seeks to provide a holistic understanding of the variables and generate insights that can inform educational policies and professional development programs.

2. METHODS

This study employed a convergent mixed-methods research design, which involved the simultaneous collection and analysis of quantitative and qualitative data to provide a comprehensive understanding of the research problem. The quantitative component utilized a descriptive-correlational approach to determine the levels of teachers' professional fulfillment, personality traits, and effectiveness, as well as the relationships among these variables. The qualitative component adopted a phenomenological approach to explore the lived experiences of teachers and to corroborate the quantitative findings.

The participants of the study were 377 elementary teachers from the three congressional districts of the Province of Cotabato, selected through purposive sampling. From this group, 25 teachers were chosen as informants for in-depth interviews based on their relevance and experience. Data were collected using structured questionnaires adapted from validated instruments, including the Professional Fulfillment Index, the Big Five Personality Traits model, and the Qualitative Contribution Evaluation tool for teacher effectiveness. The questionnaire used a five-point Likert scale to measure responses.

Quantitative data were analyzed using mean to determine levels, Pearson r correlation to examine relationships, and multiple regression analysis to identify significant predictors. Qualitative data were analyzed using reflexive thematic analysis, which involved coding, theme development, and interpretation of participants' experiences. Ethical considerations such as informed consent, confidentiality, voluntary participation, and respect for participants' rights were strictly observed throughout the study.

3. RESULTS

The findings revealed that teachers exhibited a high level of professional fulfillment across all dimensions. Compensation and promotion were rated as satisfactory, indicating that teachers generally perceive fairness in salary and career advancement opportunities. Working conditions were also rated positively, suggesting that the physical and organizational environment supports instructional efficiency. Interpersonal relations received very high ratings, reflecting strong

collaboration and positive relationships among teachers and school administrators.

In terms of personality traits, teachers demonstrated high levels of extroversion, indicating sociability and enthusiasm in their professional interactions. Agreeableness and conscientiousness were also rated very high, suggesting that teachers are cooperative, organized, and responsible in performing their duties. Neuroticism was relatively low, indicating emotional stability and the ability to manage stress effectively. Openness to experience was high, reflecting creativity, adaptability, and willingness to adopt new teaching strategies.

Teacher effectiveness was likewise found to be very high across all dimensions. Teachers showed strong commitment to their profession, demonstrated deep knowledge of subject matter, promoted independent learning among students, and effectively managed classroom instruction. Correlation and regression analyses indicated significant relationships between professional fulfillment, personality traits, and teacher effectiveness, suggesting that these variables are interconnected and mutually reinforcing.

Qualitative findings supported the quantitative results by highlighting themes such as job satisfaction, emotional resilience, collaborative work culture, and commitment to professional growth. Teachers emphasized the importance of supportive leadership, positive work environments, and personal motivation in achieving effective teaching practices.

4. DISCUSSION

The findings of the study underscore the importance of professional fulfillment and personality traits in shaping teacher effectiveness. Teachers who experience satisfaction in their professional environment are more likely to demonstrate high levels of commitment, engagement, and performance. The positive ratings in compensation, working conditions, and interpersonal relationships suggest that supportive institutional structures play a significant role in enhancing teacher motivation and productivity.

The high levels of agreeableness and conscientiousness among teachers indicate that interpersonal skills and work discipline are essential characteristics that contribute to

effective teaching. These traits enable teachers to build positive relationships with students and colleagues, manage classroom activities efficiently, and maintain a structured learning environment. The relatively low level of neuroticism further suggests that emotional stability is a critical factor in handling the demands and pressures of the teaching profession.

The significant relationships identified between professional fulfillment, personality traits, and effectiveness confirm that teacher performance is influenced by both external and internal factors. While institutional support provides the necessary conditions for teaching, personal attributes determine how teachers respond to these conditions and perform their roles. The integration of qualitative findings further reinforces the importance of lived experiences in understanding the complexity of teaching effectiveness.

5. CONCLUSION

This study concludes that teachers' professional fulfillment and personality traits significantly influence their effectiveness in the classroom. Teachers who are satisfied with their working conditions and possess positive personality traits are more likely to demonstrate high levels of commitment, instructional competence, and classroom management skills. The findings highlight the need for educational institutions to create supportive environments that enhance both the professional and personal development of teachers.

It is recommended that school administrators strengthen policies and programs that promote teacher well-being, provide opportunities for professional growth, and foster positive workplace relationships. Additionally, future research may explore other factors that influence teacher effectiveness to further enhance the quality of education.