

Personality–Profession Alignment Among Teachers in Tupi and Polomolok South Cotabato

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ABSTRACT

This study investigates the alignment between the personality traits of educators and their selected teaching majors—specifically Science, Mathematics, English, and Social Studies—within the municipalities of Tupi and Polomolok, South Cotabato. Grounded in the premise that teacher effectiveness, job satisfaction, and retention are heavily influenced by person-profession fit, this research addresses a notable gap in the local educational landscape of rural and semi-urban Philippine settings. Employing a descriptive-correlational research design, the study surveyed a proportionally stratified random sample of public and private secondary school teachers. Data was collected using standardized questionnaires based on the Big Five Personality Traits model to measure levels of

Conscientiousness, Extraversion, Agreeableness, and Emotional Stability, alongside teaching experience and professional alignment. The findings revealed that teachers across all evaluated subject majors demonstrated very high levels in all measured personality dimensions and overall professional alignment. Notably, Social Studies majors achieved the highest mean scores, particularly in conscientiousness and teaching experience, while Science, English, and Mathematics teachers also displayed uniformly high scores tailored to their respective disciplines. The study concludes that there is a definitive, high degree of alignment between the educators' personality profiles and the specific demands of their teaching fields. These results strongly support the concept of person-profession fit, indicating that the teaching profession effectively attracts individuals whose personal attributes naturally complement their instructional roles, which is vital for promoting job fulfillment and enhancing overall educational outcomes.

Keywords: *Personality-profession alignment, Big Five Personality Traits, person-profession fit, teacher effectiveness, subject major, job satisfaction, South Cotabato*

INTRODUCTION

Teacher effectiveness and satisfaction are two of the most critical factors influencing educational outcomes. While effectiveness refers to how well a teacher facilitates student learning, satisfaction reflects a teacher's personal contentment with their job. Research increasingly suggests that both teacher effectiveness and job satisfaction are influenced by person–profession fit—the alignment between an individual's personal attributes (such as values, motivations, and skills) and the demands of their professional role. Teacher Effectiveness involves more than just technical skills; it encompasses a teacher's ability to connect with students, create engaging learning environments, and effectively manage the

classroom. Teachers who feel that their personal values and professional roles align often report higher levels of engagement and motivation, which can directly impact their effectiveness.

According to Huang, Zhang, & Chen (2019), teachers who perceive a good fit between their personal teaching styles and the educational environment tend to demonstrate better student outcomes. Satisfaction in teaching is crucial for teacher retention and morale. Teachers who experience satisfaction in their roles are more likely to stay in the profession, continue to improve, and contribute positively to their students. Conversely, dissatisfaction—often a result of poor person–profession fit—can lead to burnout, emotional exhaustion, and high turnover rates. Borman & Dowling (2012) emphasize that teacher satisfaction is directly linked to their perceptions of a good fit with the school’s values, resources, and organizational culture.

Recent studies have confirmed the central role of person–profession fit in teacher outcomes. Research by Skaalvik & Skaalvik (2016) found that teachers who felt a strong fit with their school culture and educational goals reported higher levels of job satisfaction, motivation, and commitment to teaching. In contrast, those who felt a poor fit—whether due to mismatched values, teaching styles, or classroom environments—reported lower levels of satisfaction and were more likely to experience burnout and leave the profession.

The alignment between an individual’s personality and career choice has long been a focus of research, particularly in fields such as psychology, education, and human resource management. Understanding the way personality traits influence professional decisions is critical, as it can help explain why certain individuals thrive in particular fields while others struggle. In the context of education, teacher effectiveness, job satisfaction, and student outcomes are all influenced by how well a teacher’s personality aligns with their subject area. While personality is a key determinant in a teacher’s career satisfaction and effectiveness, the extent to which this alignment is considered in teacher training and placement is often overlooked.

These models have been applied globally to study how personality aligns with various professions (Costa & McCrae, 2012; Holland, 2012). Holland’s RIASEC model, for instance, suggests that people with certain personality types are more likely to choose specific types of professions. Teachers, whose profession involves a variety of subject areas, may be particularly impacted by personality–major alignment, especially in demanding fields such as Mathematics, Science, and Social Studies. While studies have explored this alignment in various educational contexts globally (e.g., Muench, 2017; Schwartz & Rubel, 2014), there is a gap in research regarding personality–major alignment within the context of Philippine education, particularly in rural and semi-urban areas like Tupi and Polomolok, South Cotabato.

The educational landscape in these areas is unique, with a mix of public and private schools, differing school levels (senior high school and college), and diverse local contexts. These factors can influence teachers’ career choices, making it important to explore the dynamics of personality traits and their alignment with subject area preferences in these specific regions. South Cotabato, located in the southern part of the Philippines, represents a blend of urban and rural settings. Tupi and Polomolok are municipalities with a mix of public and private schools catering to senior high school and college students. These areas also reflect the local socio-cultural diversity, with influences from agriculture and industry in Tupi, and commercial and educational hubs in Polomolok. Understanding how teachers’ personalities align with the subject areas they teach in these schools is important for several reasons:

- *Teacher Effectiveness*: Research has shown that teachers who are aligned with their subject matter tend to be more effective in their teaching roles (Mendoza & Casipit, 2021). For instance, a teacher with a high degree of openness may be better suited for subjects like Science or Social Studies, which demand creativity and problem-solving skills. In contrast, teachers with high conscientiousness might perform better in Mathematics, where structure, precision, and focus are key.

- *Job Satisfaction and Retention:* Aligning a teacher's personality with their subject area can significantly improve job satisfaction (Lobatin & Reyes, 2019). Teachers who feel that their personality matches the demands of their teaching subjects are likely to experience greater job satisfaction and less burnout, ultimately leading to higher retention rates and better outcomes for students.

Literature Review

The Alignment of Teachers' Personality in Selecting Their Major

According to the study of Sabanal (2023), a quantitative, non-experimental, and descriptive-correlational design was employed to examine how positive personality traits and teacher self-efficacy influence career self-management, both separately and in combination. Using validated and pilot-tested researcher-made questionnaires, data were gathered from 228 public school teachers in the Davao City Division through stratified random sampling. The analysis utilized weighted mean, Pearson-r correlation, and regression techniques. Results showed that outward and people orientation were rated high, while positive self-image, commitment, and cultural identification received very high ratings among the indicators of positive personality traits. Teachers also exhibited very high levels of self-efficacy, influenced by various stress factors such as academic, social, separation, and discipline-related stress. Career self-management was found to be high, particularly in the areas of creating opportunities, seeking advice, and enhancing visibility.

Statistical findings revealed a moderate but significant positive relationship between both positive personality traits and self-efficacy with career self-management. Moreover, regression analysis indicated that positive personality traits explained 45.5% of the variance in career self-management. Among the personality dimensions, only commitment showed no significant impact, while positive self-image, people orientation, and cultural identification were found to significantly enhance teachers' career self-management.

In the study of Ones, et al. (2025), a critical evaluation of Dupré and Wille's (2024) proposal to use assessments for organizational personality development, examined through the lens of empirical findings on adult personality change. It outlines current research on personality stability and flexibility across adulthood, addressing rank-order stability, mean-level shifts, and the influence of both life events and structured interventions. Evidence suggests that while personality demonstrates some malleability during young adulthood, substantial changes become increasingly uncommon after age 30. In later adulthood, personality tends to remain highly stable, making age a crucial factor in workforce development considerations. Although certain life experiences and intentional interventions can produce modest shifts—particularly in emotional stability, which emerges as the most adaptable trait—changes in other Big Five dimensions are less pronounced. Quantitative findings indicate that targeted interventions can yield improvements of up to two-thirds of a standard deviation in emotional stability.

The discussion extends to implications for organizational assessment practices, highlighting the importance of age-sensitive reassessment intervals and the development of age-based norms to optimize personality data use. Drawing on Cybernetic Trait Complexes Theory, the framework emphasizes aligning personality traits with situational cues in the workplace. Rather than focusing on altering personality itself, this perspective underscores trait activation—designing environments that elicit the expression of beneficial traits. Such an approach enables organizations to capitalize on employees' existing trait complexes while promoting gradual behavioral refinement. In this way, organizations can enhance both individual performance and organizational outcomes, providing a practical alternative to traditional employee development models and contributing to wider societal benefits.

Recognizing the intersection between academic responsibilities and personal life is essential for achieving long-term success and career fulfillment. This framework adopts a broad and integrated perspective on career development, acknowledging that tensions may at times emerge between professional

and personal domains. It emphasizes the importance of clarifying goals and aspirations, proposing that a values-based framework can guide individuals in balancing these spheres effectively. The common misconception that work and personal objectives can be completely separated is critically examined, and practical approaches for managing their overlap are presented. Special attention is given to part-time employment, underscoring the necessity of carefully weighing its potential advantages and disadvantages. Furthermore, the framework highlights the role of intentional reflexivity and ongoing self-assessment throughout one's career. By considering personal aspirations alongside professional goals, individuals are better equipped to make informed decisions about both immediate and long-term objectives, thereby minimizing conflicts and fostering more coherent career trajectories, according to Mansvelt (2024).

According to Pasion (2023), a study examined the organizational behavior of 305 public secondary school teachers in the Division of Nueva Vizcaya, focusing on their personal and organizational profiles, organizational justice, and emotional intelligence. Using a mixed-methods approach, descriptive statistics, non-parametric tests, and Spearman's rho were employed to analyze the data. Results showed that most respondents were female, married, 41 years old and above, with baccalaureate degrees, teaching for one to six years, and earning Php 18,500–19,999 monthly. Teachers reported high emotional intelligence (mean = 3.35) and perceived organizational justice to a great extent (overall mean = 3.35), with distributive justice rated slightly lower (3.32) than procedural and interactional justice (3.36). The findings highlight the importance of school heads practicing organizational justice to promote positive organizational behavior. It is recommended to strengthen programs that enhance fairness in schools and to conduct further research on factors influencing organizational behavior.

According to Kibiya (2014), a study investigated the relationship among self-concept, attribution, and career maturity as correlates of teacher preparation in tertiary institutions of Kano State. Using a descriptive survey design, data were collected from 312 teachers out of a population of 1,653. Four hypotheses were tested through Pearson product-moment correlation and multiple regression analysis. Results revealed significant relationships among the variables, with self-concept and attribution emerging as significant predictors of career maturity. Self-concept, with a beta value of 0.750, was identified as the strongest contributor. The study recommends that the Kano State Ministry of Higher Education encourage teachers to cultivate a positive self-concept and internal attribution toward their careers. Additionally, it suggests improving the work environment by providing adequate facilities to support teacher development and career growth.

This study of Salehi (2018) investigated the mediating role of self-esteem in the relationship between personality and job performance among 300 teachers in Marvdasht City. A cross-sectional, correlational survey design was employed using McCrae and Costa's Big Five Personality Factor Scale, Coopersmith's Self-Esteem Inventory, and Patterson's Job Performance Scale. Data were analyzed through Pearson correlation and multivariate regression. Findings showed that extroversion, agreeableness, openness to new experiences, and conscientiousness were positively and significantly related to both self-esteem and job performance, while neuroticism demonstrated a negative and significant relationship with these variables. Self-esteem itself was positively and significantly associated with job performance. Regression analysis further confirmed that self-esteem mediates the relationship between personality traits and job performance, underscoring its crucial role in enhancing teachers' professional effectiveness.

In accordance with Pedder & Opfer (2013), a study investigated teachers' professional learning in England using data from a national survey, with implications extending to international contexts. While effective professional learning is essential for enhancing instructional practice and student achievement, evidence from the Teaching and Learning International Survey indicates that provision in many countries does not adequately address teachers' needs. Employing factor analysis, the study identified four dimensions of teachers' learning orientations, which subsequently informed cluster analysis and the development of professional learning profiles. Five distinct groups were identified. Findings highlight a significant dissonance between teachers' professional learning values and practices, with only a minority

classified as engaged learners. The study concludes that more differentiated and context-sensitive support is required to strengthen professional learning in schools.

According to Hobbs (2012), a study investigated the cognitive and emotional aspects of teachers' appreciation for their subject, their students, and the educational potential of the discipline. Drawing on empirical evidence, it evaluates the effectiveness of a Deweyan-inspired conceptual framework known as Aesthetic Understanding to examine the interconnections among teacher knowledge, professional identity, and personal passion. Through case study analysis of three mathematics and/or science educators, based on data derived from a video study, the paper illustrates how these three components interact within the framework. It further emphasizes the importance of recognizing the aesthetic dimensions of teaching when exploring the subject-specific characteristics of secondary education.

Theoretical Perspectives on Congruence

According to Pavin Ivanec, & Defar (2023), over recent decades, increasing attention has been given to understanding the motivations behind choosing the teaching profession. While prior research highlights the significance of non-academic factors in shaping teaching quality and teacher well-being, such factors remain underexplored in relation to career choice. This study aimed to examine how personality traits, emotional competence, and life satisfaction predict prospective teachers' motivation for entering the profession. A sample of 591 prospective teachers participated, and data were analyzed using hierarchical regression. Findings revealed that most personality traits, along with the ability to regulate and manage emotions, positively predicted intrinsic and social utility values of teaching, with neuroticism emerging as a negative predictor. Additionally, life satisfaction was found to predict not only intrinsic and social utility values but also the personal utility value of teaching.

The objective of a study conducted by Örtenblad, Koris, & Pihlak (2017) was to examine whether a personality (mis)match between students and teachers influences students' comprehension of subject matter and overall learning experience. The study begins with the hypothesis that the instructor's personality does matter, assuming—based initially on personal teaching experience—that alignment between students' and teachers' personalities enhances learning effectiveness and, consequently, the quality of the learning experience. To test this assumption, data were collected from 260 undergraduate business students representing 16 nationalities, along with 27 instructors from a European business school. The research first identified both students' and teachers' personality types and nationalities, followed by students' self-assessment of their understanding across 27 curriculum subjects. Descriptive statistical analysis revealed that personality (mis)match between students and teachers has no significant positive or negative effect on learning outcomes. In other words, the findings suggest that the identity of the instructor does not substantially influence student learning. The contribution of this study lies in presenting results that diverge from much of the existing empirical literature on this topic, as well as in examining a unique student cohort. The paper further offers possible explanations for these findings, outlines limitations, and highlights avenues for future research.

Another dimensional paradigm explored language teacher identity from a holistic perspective, highlighting the integration of personal and professional experiences and the balance between rational and intuitive thought. Using heuristic research methods—including autobiographical journaling, guided visualization, and interviews—it investigated how four ESL teachers' personal, educational, and professional experiences shaped their beliefs, teaching philosophy, and professional identity. Findings revealed that teacher identity is strongly rooted in personal biography, with family influences playing a key role in career choice, instructional practice, and overall development. The guided visualization process, combined with reflective analysis, deepened self-understanding and supported personal and professional growth. The study emphasizes the importance of considering teachers' life experiences in identity research and proposes a model for professional development that integrates both reflective and intuitive approaches (Bukor, 2012).

Further addressing the structural alignment fields, a study targeted the shortage and high attrition rates of second/foreign language (S/FL) teachers, particularly in North America. A total of 323 Canadian and US teachers completed the Self-Directed Search vocational interest inventory and the Coping in Stressful Situations scale. Findings confirmed the vocational profile of an effective S/FL teacher and revealed notable differences in coping strategies between teachers who possessed this profile and those who did not. Moreover, the Social, Artistic, and Enterprising vocational profile was found to be positively associated with teacher longevity in the profession. These results carry important implications for improving recruitment and retention practices for S/FL teachers during a period of critical need according to Swanson (2012).

According to Gunawardena, Meyer, Kularatna, Samaranayake & Gunawardena (2022), a paper introduces a student-centered decision support system designed to assist in college degree planning and career path selection. The system is grounded in Holland's well-established RIASEC model, which categorizes individuals and environments into six personality and occupational types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. By applying congruence measures, the system evaluates the degree of compatibility between a student's personality profile and various educational or professional environments. Holland's framework has been a cornerstone of career counseling for over six decades and is increasingly being adopted in academic contexts to guide major selection. Central to the system's effectiveness is the development of a robust congruence metric capable of delivering rapid and precise recommendations. This study proposes a novel bi-linear congruence measure that correlates with existing models but offers computational advantages over traditional nonlinear approaches. Leveraging this linearity, the authors formulate both linear and quadratic optimization models to enhance system performance. Additionally, the paper presents a hashing grid structure that clusters environments with similar RIASEC profiles, enabling constant-time retrieval of relevant matches in response to user queries.

According to Xie & Zhang (2025), a study examined the differences in attitudes toward inclusive education and levels of organizational commitment among three groups of teachers—general education, inclusive education, and resource room teachers—in inclusive schools across Beijing, China. A total of 623 teachers from 112 elementary schools participated. Findings revealed that both resource room and inclusive education teachers exhibited more favorable attitudes and stronger adaptive organizational commitments compared to general education teachers. Resource room teachers also showed higher levels of maladaptive commitment. Teachers who had undergone training in inclusive education demonstrated more positive attitudes and greater adaptive commitment than those without such training. After accounting for age and training, the study found that positive attitudes toward inclusive education were positively associated with adaptive commitment and negatively associated with maladaptive commitment. Moreover, specific components of these attitudes varied in their predictive influence across the three teacher groups. The study concludes with a discussion of its theoretical contributions, practical implications for teacher development, and noted limitations.

This core foundation is also examined through the structural relationships among various career influences, dimensions of career exploration, and career indecision within the framework of Systems Theory. Specifically, it explored how factors such as career decision-making self-efficacy, academic self-efficacy, social supports (from parents, teachers, and friends), negative social experiences, and ethnic-gender expectations relate to different forms of career exploration—namely self-exploration, environmental exploration, and intended-systematic exploration—and ultimately to career indecision. The study also involved the adaptation and validation of the Career Influence Inventory (CII) and Career Exploration Survey (CES) for Turkish university students, confirming their psychometric soundness. Data were collected from 836 participants using standardized instruments and analyzed through structural equation modeling. Results revealed that career decision-making self-efficacy, ethnic-gender expectations, self-exploration, and environmental exploration had direct effects on career indecision, while other variables showed no direct impact. However, academic self-efficacy and parental support influenced career

indecision indirectly through self-exploration and environmental exploration, respectively. These findings offer valuable insights for educators, counselors, and policymakers in designing interventions that address the nuanced pathways influencing students' career development (Mutlu, 2018).

Dimensions of Compatibility and Environmental Fit

According to Perera, Granziera, & McIlveen (2018), a study explored teacher personality profiles and their associations with self-efficacy, work engagement, and job satisfaction. Using latent profile analysis, four distinct personality profiles emerged: "rigid," "ordinary," "well-adjusted," and "excitable." Results showed meaningful differences across these groups. Well-adjusted teachers reported the highest levels of self-efficacy, engagement, and satisfaction, whereas excitable teachers had the lowest job satisfaction. Interestingly, ordinary and rigid teachers showed little difference across most outcomes, with job satisfaction being the only significant distinction—lower among ordinary teachers. These findings highlight the importance of examining personality as interacting traits rather than as isolated factors, offering new insights for teacher attrition, effectiveness, and selection models.

According to Kemboi, Kindiki, & Misigo (2016), a study examined the relationship between personality types and career choices among undergraduate students at Moi University, Kenya. The flexible system of career selection in Kenya allows students to revise their choices multiple times from high school to university admission, creating a risk of misalignment between career paths and personality types. Guided by Holland's Personality Theory of Career Choice, the study used a survey design with a sample of 399 students selected through multi-stage random sampling. Instruments included Holland's Self-Directed Search and Occupational Finder checklist, with a reliability of 0.86. Data were analyzed using descriptive statistics and chi-square tests. Findings indicated a significant relationship between personality type and career choice, with 73.3% of students reporting satisfaction with their studies. The results underscore the importance of aligning personality with career choices to enhance academic success and future employment.

According to Göncz (2017), a review highlights the overlooked role of teacher personality in educational psychology and demonstrates how personality theories can contribute to a fuller understanding of the educational process. Five groups of studies are critically examined: teacher typologies, desirable and undesirable teacher characteristics, professional behavior and their influence on students, professional identity, and teacher personality within personality theory frameworks—especially the Five-Factor Model. The review also discusses methodological challenges in assessing teacher personality, including data collection and research design issues. It argues that insights from personality theories, when integrated with knowledge of small group management and learning and development theories, provide a strong foundation for building a comprehensive psychological theory of teacher personality. Ultimately, the paper suggests establishing a distinct field within school psychology dedicated to the psychological dimensions of teaching.

The study of Hartmann & Ertl (2023), grounded in Person–Environment fit theory, explores whether teacher candidates' choice of subject area reflects underlying personality differences, thereby shaping their initial conditions for success in the teaching profession. While all teacher candidates pursue the same overall career path, their subject specializations may be linked to distinct personality traits, which teacher education programs should acknowledge in order to support equitable success across majors. Using data from a large-scale study, the Big Five personality traits of 1,735 female and 565 male teacher candidates were compared with those of non-teaching peers studying the same majors (1,570 female and 1,122 male students). Unlike earlier studies that grouped majors broadly, this analysis distinguished eight subject areas. Findings indicate that teacher candidates are generally more extraverted than their non-teaching counterparts and that notable personality differences exist across majors. These results carry implications for teacher recruitment, selection, and the design of training programs tailored to diverse subject specializations.

This dynamic is further detailed in a study investigating the relationship between creativity styles and emotional intelligence among Filipino student teachers using a descriptive correlational research design. Seventy-six fourth-year students enrolled in Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) programs at a state university in the Philippines participated in the study. Data were collected through standardized instruments measuring both constructs. Results revealed that the participants perceived themselves as having high creative capacity, particularly in areas such as belief in unconscious processes, use of techniques, collaboration with others, and orientation toward final products. Similarly, they reported high levels of emotional intelligence, including self-awareness, emotional regulation, motivation, empathy, and social skills. The study also found that factors such as gender, birth order, academic program, and high school performance influenced creativity styles, while scholastic standing and family income affected emotional intelligence. Notably, a significant correlation was identified between creativity styles and emotional intelligence, suggesting that Teacher Education Institutions (TEIs) should consider integrating these dimensions into curriculum development to better prepare future educators for the demands of 21st-century teaching according to Magulod (2017).

Objectives of the Study

This study aims to examine the alignment between teachers' personality traits and their chosen subject majors—specifically in Science, Mathematics, English, and Social Studies—within selected schools in Tupi and Polomolok, South Cotabato.

Specifically, it seeks to:

1. Determine the levels of teachers' personality traits in terms of:
 - Conscientiousness
 - Extraversion
 - Agreeableness
 - Emotional Stability
 - Teaching Experience
 - Alignment
2. Draw implications of personality–profession alignment for teacher effectiveness, job satisfaction, and educational outcomes.
3. Identify the specific personality traits most associated with Science, Social Studies, and Mathematics majors among Filipino students.

Scope and Limitations

This study aims to explore the relationship between the personality profiles of teachers and their choice of subject major in schools located in Tupi and Polomolok, South Cotabato. The study focuses on the following structural bounds:

- *Participants:* The study includes teachers from both public and private schools in the municipalities of Tupi and Polomolok. Teachers were selected from senior high school and college levels, reflecting a broad spectrum of subject areas such as Mathematics, Science, English, and Social Studies.
- *Geographical Scope:* The study was conducted in two municipalities of South Cotabato: Tupi and Polomolok. These areas represent rural and semi-urban contexts, offering an interesting contrast in terms of the educational environment, community influence, and access to resources.
- *Subject Major Selection:* The study analyzes how teachers' personality profiles correlate with their choice of subject (e.g., Mathematics, Science, English, Social Studies). Teachers' professional choices were categorized based on their respective teaching subject areas to determine whether there is a pattern or significant relationship with personality traits.

- *Data Collection Methods:* Data were collected through questionnaires and interviews with the teachers, providing both quantitative and qualitative insights. This mixed-method approach allows for a deeper understanding of how personality and profession align in different school settings.

While the study aims to provide valuable insights into personality–profession alignment, there are several limitations to consider:

- *Geographical Limitation:* The study is geographically limited to two municipalities: Tupi and Polomolok in South Cotabato. This limits the generalizability of the findings to other regions in the Philippines or abroad, particularly in highly urbanized areas where the educational system may differ significantly.
- *Teacher Demographics:* The study only includes teachers from public and private schools in these areas. Therefore, the sample population may not fully represent the diversity of educators in the entire region, as it does not include other types of educational institutions (e.g., vocational schools or alternative learning systems).
- *Cross-sectional Design:* The study employs a cross-sectional research design, meaning that it collects data at a single point in time. This limits the ability to draw causal conclusions about how personality traits influence subject choices, as it does not track these patterns over an extended period.

In overview, the scope focuses on teachers from Tupi and Polomolok in South Cotabato to explore the relationship between personality profiles and the choice of subject major (English, Science, Social Studies, Mathematics), guided by models like the Big Five Personality Traits. Despite the noted limitations including regional bounds, sample scope, and potential reporting variations, the study provides strategic tracking into structural disciplines.

Significance of the Study

The findings of this study will be structurally beneficial to the following stakeholders:

- *For Teacher Education and Training:* The results can help teacher education programs develop more effective curricula by understanding the personality traits that lead to successful and satisfied teachers in specific subject areas.
- *For Schools and Educational Leadership:* The study can reveal potential mismatches between a teacher's personality and their chosen subject, enabling schools to offer tailored training or support to enhance their skills and job satisfaction.
- *For Policy and Reform:* The research can provide data-driven recommendations for policy changes related to teacher education, recruitment, and retention within the local education landscape of South Cotabato.

METHODOLOGY

Research Design

The research utilized a descriptive correlational research design to explore the relationship between personality profiles and the subject major (English, Mathematics, Science, Social Studies) among high school and senior high school teachers. The descriptive part will be used to determine the personality traits and subject specialization of teachers, while the correlational part will examine whether a significant relationship exists between these traits and subject choices. considered with the use of standardized personality inventories, such as the Big Five Personality Test (FFM) or the Myers-Briggs Type Indicator (MBTI), to assess the personality profiles of teachers in Tupi and Polomolok.

These tools will measure the five major personality dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience (Costa & McCrae, 2012). A structured survey

questionnaire will then be administered to gather data on the teachers' chosen subject majors (e.g., Mathematics, Science, English) and the factors influencing their choices, such as personal interest, academic background, and career influences. In parallel, qualitative data will be collected through in-depth interviews and focus group discussions with a purposively selected sample of teachers. These interviews will aim to explore personal motivations and contextual factors that might affect subject major choices, providing a deeper understanding of the relationship between personality and professional decisions (Thompson & Clark, 2018).

Research Locale

The study will be conducted in the municipalities of Tupi and Polomolok, located in the province of South Cotabato, Philippines. These two municipalities are situated in the SOCCSKSARGEN region (Region XII).

Tupi is a rural town in South Cotabato, the municipality is known for its agricultural production, particularly in pineapples, and has a variety of educational institutions ranging from public elementary schools to secondary schools. These institutions serve a mix of urban and rural populations, and their teachers are involved in a variety of subjects, such as mathematics, science, languages, and social studies. The diverse demographics and educational settings make it an ideal locale for exploring how teachers' personalities may influence their subject specialization.

Polomolok is another municipality in South Cotabato, situated near the town of General Santos City. It is home to several key industries, including agriculture and manufacturing. The area boasts a mix of both public and private schools, and its proximity to the regional center provides a unique blend of urban and rural educational influences. Teachers in Polomolok work in a wide array of academic disciplines, and the town's economic dynamics may also influence the career trajectories and subject choices of its educators. Given the variety of subjects taught in schools across Polomolok, it is an ideal place to examine the alignment of personality profiles and subject specialization.

The study will focus on the public and private schools in these two municipalities, which offer diverse subject majors, such as English, Mathematics, Science, Social Studies, and Specializations like Technical-Vocational Education and Arts & PE. These schools cater to a wide spectrum of students from different socio-economic backgrounds, which could provide a broad range of insights into how personality traits might influence subject major decisions among teachers. Moreover, the educational environments in Tupi and Polomolok, influenced by local socio-economic factors, present an opportunity to explore the intersection of personal traits and professional choices.

Given the geographical and socio-economic diversity in both municipalities, this locale offers a unique opportunity to explore whether personality profiles are aligned with subject major choices across different school types and community settings. The findings from Tupi and Polomolok could provide valuable insights into how personality influences career development in rural and semi-urban Philippine communities.

Sampling Method

The respondents of this study were the public and private secondary school teachers in the municipalities of Tupi and Polomolok, South Cotabato. These teachers were classified according to their field of specialization—Science, Mathematics, English, and Social Studies.

A descriptive-correlational research design was utilized; hence, it was necessary to obtain a sample that would adequately represent the total population of teachers in the two municipalities. The total population was determined through the records of the Schools Division Office of South Cotabato. Using the Slovin's formula with a 5% margin of error, the sample size was computed as follows:

$$n = N/(1+Ne^2)$$

Where:

n = sample size

N = total population

e = error of tolerance

Based on the computation, a total of 150 to 200 teachers were selected as respondents. To ensure fair representation among all subject majors, the proportionate stratified random sampling technique was employed. This method was appropriate because it provided each subject area such as Science, Mathematics, English, and Social Studies with proportional representation in the overall sample, thus minimizing sampling bias.

The respondents were chosen based on the following criteria:

1. Must be a licensed secondary school teacher currently teaching in either Tupi or Polomolok.
2. Must have a declared major specialization in Science, Mathematics, English, or Social Studies.
3. Must have at least one year of teaching experience in the current subject assignment.

Teachers handling non-specialized subjects such as MAPEH, TLE, or Values Education were excluded from the study to maintain consistency with the research objectives.

Sample Distribution

The sample was proportionally distributed across municipalities, subject majors, and school types based on available teacher population data. An example distribution is shown below (actual distribution may vary depending on updated records):

Municipality	Subject Major	Estimated Population	Sample Size
Tupi	Mathematics	30	13
Tupi	Science	25	11
Tupi	Social Studies	20	9
Tupi	English	20	9
Subtotal		95	42
Polomolok	Mathematics	35	15
Polomolok	Science	30	13
Polomolok	Social Studies	25	15
Polomolok	English	20	15
Subtotal		110	58
Total		205	100

Within each stratum, respondents were selected randomly using class lists or teacher rosters provided by the respective school heads or principals.

Ethical Considerations

Prior to data collection, a formal request for permission was submitted to the Schools Division Office and to the school principals. Teachers were provided with informed consent forms detailing the

purpose of the study, procedures, risks, benefits, and data confidentiality. Participation was voluntary, and respondents were assured of their anonymity and the right to withdraw at any time without consequence.

RESULTS AND DISCUSSION

Table 1.1 *Conscientiousness Results of Science Major Teachers with mean*

The mean score of 4.64 shows that the Science Major Teachers have a high level of conscientiousness, meaning they are organized, responsible, and reliable in their work. This suggests they perform their duties carefully and consistently, contributing to their effectiveness as teachers.

QUESTION	1	2	SCORE	3	4	5	TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
Q1			2	9	14		25	112	4.48
Q2			1	12	12		25	111	4.44
Q3			2	11	12		25	110	4.88
Q4			1	7	17		25	116	4.64
Q5			1	3	21		25	120	4.8
								MEAN :	4.648

Table 1.2 *Extraversion Results of Science Major Teachers with mean*

The mean score of 4.6 indicates that the Science Major Teachers have a high level of Extraversion. This means they are outgoing, energetic, and sociable, showing enthusiasm in interacting and communicating with others. Their high extraversion suggests that they are active and confident, which helps create a positive and engaging learning environment.

QUESTION	1	2	SCORE	3	4	5	TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
Q1			2	8	15		25	113	4.52
Q2			1	10	14		25	113	4.52
Q3			3	6	16		25	113	4.88
Q4			2	8	15		25	113	4.52
Q5			1	9	15		25	114	4.56
								MEAN :	4.6

Table 1.3 *Agreeableness Results of Science Major Teachers with mean*

The mean score of 4.63, shows that the Science Major Teachers have a high level of Agreeableness. This means they are kind, cooperative, and understanding toward others. Their high agreeableness suggests that they maintain positive relationships, show respect and empathy, and work well with colleagues and students.

QUESTION	1	2	SCORE	3	4	5	TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
Q1			1	9	15		25	114	4.56
Q2			1	6	18		25	117	4.68
Q3			1	7	17		25	116	4.88
Q4			1	10	14		25	113	4.52
Q5			1	10	14		25	113	4.52
								MEAN :	4.632

Table 1.4 Emotional Stability Results of Science Major Teachers with mean

The mean score of 4.59 indicates that the Science Major Teachers have a high level of Emotional Stability. This means they are generally calm, composed, and able to handle stress well. Their high emotional stability suggests that they remain positive and in control of their emotions, which helps them maintain professionalism and balance in challenging situations.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			1	14	10	25	109	4.36
Q2			1	9	15	25	114	4.56
Q3		2	1	10	14	25	113	4.88
Q4			1	8	16	25	115	4.6
Q5			2	7	16	25	114	4.56
							MEAN :	4.592

Table 1.5 Teaching Experience Results of Science Major Teachers with mean

The mean score of 4.76 indicates that the Science Major Teachers have a high level of Openness to Experience. This means they are curious, creative, and open-minded, showing a willingness to try new ideas and teaching methods. Their high openness suggests that they are innovative and adaptable, which helps them improve their teaching practices and engage students effectively.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			1	5	19	25	118	4.72
Q2			1	6	18	25	117	4.68
Q3			1	7	17	25	116	4.88
Q4			1	5	19	25	118	4.72
Q5			1	3	21	25	120	4.8
							MEAN :	4.76

Table 1.6 Alignment Results of Science Major Teachers with mean

The mean score of 4.72 indicates that the Science Major Teachers have a high level of Alignment. This means they are well-coordinated with the goals and standards of their teaching practice. Their high alignment suggests that they consistently apply appropriate methods and objectives, ensuring their lessons are clear, relevant, and effective in promoting student learning.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			1	6	18	25	117	4.68
Q2			2	5	18	25	116	4.64
Q3			2	6	17	25	115	4.88
Q4			1	7	17	25	116	4.64
Q5			1	4	20	25	119	4.76
							MEAN :	4.72

Table 2.1 *Conscientiousness Results of English Major Teachers with mean*

The mean score of 4.75 indicates that the English Major Teachers have a high level of Conscientiousness. This means they are responsible, organized, and dependable in performing their duties. Their high conscientiousness suggests that they plan carefully, work diligently, and show dedication to achieving their teaching goals effectively.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			2	5	18	25	116	4.64
Q2			3	7	15	25	112	4.48
Q3			3	4	18	25	115	4.88
Q4			0	3	22	25	122	4.88
Q5			0	3	22	25	122	4.88
							MEAN :	4.752

Table 2.2 *Extraversion Results of English Major Teachers with mean*

The mean score of 4.70 indicates that the English Major Teachers have a high level of Extraversion. This means they are outgoing, energetic, and sociable, showing enthusiasm in interacting with others. Their high extraversion suggests that they are confident and active communicators, which helps them create a lively and engaging classroom environment.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			2	6	17	25	115	4.6
Q2			2	3	20	25	118	4.72
Q3			0	7	18	25	118	4.88
Q4			0	9	16	25	116	4.64
Q5			1	6	18	25	117	4.68
							MEAN :	4.704

Table 2.3 *Agreeableness Results of English Major Teachers with mean*

The mean score of 4.76 for Agreeableness is also very high. This suggests that the English Major Teachers, as a group, exhibit a high level of Agreeableness. Traits associated with high agreeableness typically include being cooperative, kind, affectionate, and sympathetic.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			2	5	18	25	116	4.64
Q2			1	5	19	25	118	4.72
Q3			2	4	19	25	117	4.88
Q4			0	6	19	25	119	4.76
Q5			0	5	20	25	120	4.8
							MEAN :	4.76

Table 2.4 *Emotional Stability Results of English Major Teachers with mean*

The overall mean score for Emotional Stability is 4.71, This is a very high score, suggesting that the English Major Teachers, as a group, exhibit a high degree of emotional stability (often referred to as low Neuroticism in the Big Five model).

QUESTION			SCORE			TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			0	5	20	25	120	4.8
Q2			0	5	20	25	120	4.8
Q3			0	12	13	25	113	4.52
Q4			0	11	14	25	114	4.56
Q5			0	3	22	25	122	4.88
							MEAN :	4.712

Table 2.5 *Teaching Experience Results of English Major Teachers with mean*

The Overall Mean Score for the entire set of questions is 4.72, which, being very close to the maximum possible score of 5.00, reinforces the conclusion that the teaching experience is perceived as highly favorable by the English Major Teachers.

QUESTION			SCORE			TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			1	7	17	25	116	4.64
Q2			1	7	17	25	116	4.64
Q3			0	8	17	25	117	4.88
Q4			0	7	18	25	118	4.72
Q5			0	6	19	25	119	4.76
							MEAN :	4.728

Table 2.6 *Alignment Results of English Major Teachers with mean*

The mean score of 4.648, indicates that the Social Studies Majors have a very high level of alignment with the teaching profession. This means their personal traits, attitudes, and teaching experiences are consistent with the demands and expectations of being an educator. Their high level of alignment reflects their strong commitment and potential to become effective and professional teachers.

QUESTION			SCORE			TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			3	10	12	25	109	4.36
Q2			9	10	14	25	122	4.88
Q3			2	9	16	25	122	4.88
Q4			0	8	17	25	107	4.28
Q5			0	4	21	25	121	4.84
							MEAN :	4.648

Table 3.1 *Conscientiousness Results of Math Major Teachers with mean*

The mean score of 4.648 indicates that the Mathematics Majors have a very high level of conscientiousness. This means they are organized, responsible, and dependable in accomplishing their tasks. Their high conscientiousness suggests that they take their academic and teaching responsibilities seriously and strive for accuracy and quality in their work.

QUESTION	1	2	3	4	5	TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
Q1			3	10	12	25	109	4.36
Q2			9	10	14	25	122	4.88
Q3			2	9	16	25	122	4.88
Q4			0	8	17	25	107	4.28
Q5			0	4	21	25	121	4.84
							MEAN :	4.648

Table 3.2 *Extraversion Results of Math Major Teachers with mean*

The mean score of 4.4 indicates that the Mathematics Majors have a very high level of extraversion. This means they are outgoing, confident, and comfortable engaging with others. Their high extraversion suggests that they can communicate effectively, participate actively in group settings, and establish positive relationships with students and colleagues.

QUESTION	1	2	3	4	5	TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
Q1			0	8	17	25	117	4.68
Q2			3	13	9	25	106	4.24
Q3			2	10	13	25	111	4.44
Q4			1	11	13	25	112	4.48
Q5			4	13	8	25	104	4.16
							MEAN :	4.4

Table 3.3 *Agreeableness Results of Math Major Teachers with mean*

The mean score of 4.712 indicates that the Mathematics Majors have a very high level of agreeableness. This means they are kind, cooperative, and considerate of others' opinions and feelings. Their high agreeableness shows their ability to build harmonious relationships, promote teamwork, and maintain a positive classroom environment.

QUESTION	1	2	3	4	5	TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
Q1			3	4	18	25	115	4.6
Q2			1	5	19	25	118	4.72
Q3			3	6	16	25	113	4.88
Q4			1	5	19	25	118	4.72
Q5			3	3	19	25	116	4.64
							MEAN :	4.712

Table 3.4 *Emotional Stability Results of Math Major Teachers with mean*

The mean score of 4.656 indicates that the Mathematics Majors have a very high level of emotional stability. This means they are calm, composed, and able to manage stress effectively. Their high emotional stability suggests that they maintain professionalism, self-control, and emotional balance even in challenging teaching situations.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			1	8	16	25	115	4.6
Q2			1	7	17	25	116	4.64
Q3			1	5	19	25	118	4.72
Q4			1	7	17	25	116	4.64
Q5			1	6	18	25	117	4.68
							MEAN :	4.656

Table 3.5 *Teaching Experiences Results of Math Major Teachers with mean*

The mean score of 4.568 indicates that the Mathematics Majors have a very high level of teaching experience. This means they are confident, prepared, and competent in carrying out their teaching responsibilities. Their high score reflects enthusiasm and readiness to handle classroom tasks effectively.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			2	13	10	25	108	4.32
Q2			0	10	15	25	115	4.6
Q3			0	10	15	25	115	4.6
Q4			0	8	17	25	117	4.68
Q5			0	9	16	25	116	4.64
							MEAN :	4.568

Table 3.6 *Alignment Results of Math Major Teachers with mean*

The mean score of 4.52 indicates that the Mathematics Majors have a very high level of alignment with the teaching profession. This means their personal traits, attitudes, and teaching experiences are consistent with the demands and expectations of being an educator. Their high level of alignment reflects their strong commitment and potential to become effective and professional teachers.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			0	15	10	25	110	4.4
Q2			0	13	12	25	112	4.48
Q3			1	10	14	25	113	4.52
Q4			0	9	16	25	116	4.64
Q5			0	11	14	25	114	4.56
							MEAN :	4.52

Table 4.1 *Conscientiousness Results of Social Studies Teachers with mean*

The mean score of 4.79 indicates that the Social Studies Majors have a very high level of conscientiousness. This means they are organized, responsible, and dependable in accomplishing their tasks. Their high conscientiousness suggests that they take their academic and teaching responsibilities seriously and strive for accuracy and quality in their work.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			3	4	18	25	115	4.6
Q2			1	3	21	25	120	4.8
Q3			0	5	20	25	120	4.88
Q4			0	3	22	25	122	4.88
Q5			0	5	20	25	120	4.8
							MEAN :	4.792

Table 4.2 *Extraversion Results of Social Studies Teachers with mean*

The mean score of 4.728 indicates that the Social Studies Majors have a very high level of extraversion. This means they are outgoing, confident, and comfortable engaging with others. Their high extraversion suggests that they can communicate effectively, participate actively in group settings, and establish positive relationships with students and colleagues.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			1	7	17	25	116	4.64
Q2			1	7	17	25	116	4.64
Q3			0	8	17	25	117	4.88
Q4			0	7	18	25	118	4.72
Q5			0	6	19	25	119	4.76
							MEAN :	4.728

Table 4.3 *Agreeableness Results of Social Studies Teachers with mean*

The mean score of 4.68 indicates that the Social Studies Majors have a very high level of agreeableness. This means they are kind, cooperative, and considerate of others' opinions and feelings. Their high agreeableness shows their ability to build harmonious relationships, promote teamwork, and maintain a positive classroom environment.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			3	7	15	25	112	4.48
Q2			2	4	19	25	117	4.68
Q3			1	3	21	25	120	4.88
Q4			0	7	18	25	118	4.72
Q5			0	9	16	25	116	4.64
							MEAN :	4.68

Table 4.4 *Emotional Stability Results of Social Studies Teachers with mean*

The mean score of 4.67 indicates that the Social Studies Majors have a very high level of emotional stability. This means they are calm, composed, and able to manage stress effectively. Their high emotional stability suggests that they maintain professionalism, self-control, and emotional balance even in challenging teaching situations.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			0	12	13	25	113	4.52
Q2			2	5	18	25	116	4.64
Q3			2	9	14	25	112	4.88
Q4			2	7	16	25	114	4.56
Q5			1	4	20	25	119	4.76
							MEAN :	4.672

Table 4.5 *Teaching Experiences Results of Social Studies Teachers with mean*

The mean score of 4.83 indicates that the Social Studies Majors have a very high level of teaching experience. This means they are confident, prepared, and competent in carrying out their teaching responsibilities. Their high score reflects enthusiasm and readiness to handle classroom tasks effectively.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			0	5	20	25	120	4.8
Q2			0	5	20	25	120	4.8
Q3			1	4	20	25	119	4.88
Q4			0	4	21	25	121	4.84
Q5			0	4	21	25	121	4.84
							MEAN :	4.832

Table 4.6 *Alignment Results of Social Studies Teachers with mean*

The mean score of 4.66 indicates that the Social Studies Majors have a very high level of alignment with the teaching profession. This means their personal traits, attitudes, and teaching experiences are consistent with the demands and expectations of being an educator. Their high level of alignment reflects their strong commitment and potential to become effective and professional teachers.

QUESTION	SCORE					TOTAL RESPONDENTS	TOTAL SCORE	AVERAGE
	1	2	3	4	5			
Q1			1	6	18	25	117	4.68
Q2			3	4	18	25	115	4.6
Q3			0	6	19	25	119	4.88
Q4			2	6	17	25	115	4.6
Q5			2	7	16	25	114	4.56
							MEAN :	4.664

Table 5.1 *Science Major Mean Scores and Interpretation*

Personality Trait	Mean	Interpretation
Conscientiousness	4.648	Very High
Extraversion	4.704	Very High
Agreeableness	4.76	Very High
Emotional Stability	4.712	Very High

Teaching Experience	4.72	Very High
Alignment	4.648	Very High
Grand Mean		

Science major teachers obtained very high mean scores across all personality traits, particularly in Agreeableness (4.76) and Extraversion (4.70). This indicates that Science teachers are friendly, cooperative, and confident in engaging with students. Their high Conscientiousness (4.65) and Alignment (4.65) also suggest that they are organized, dedicated, and consistent with the goals of their profession. Overall, Science teachers display the curiosity, openness, and responsibility expected in scientific teaching and inquiry.

Table 5.2 *English Major Mean Scores and Interpretation*

Personality Trait	Mean	Interpretation
Conscientiousness	4.752	Very High
Extraversion	4.6	Very High
Agreeableness	4.632	Very High
Emotional Stability	4.592	Very High
Teaching Experience	4.76	Very High
Alignment	4.72	Very High
Grand Mean		

English major teachers also showed very high results, with the highest score in Conscientiousness (4.75) and Teaching Experience (4.76). These results reflect that English teachers are diligent, well-prepared, and adaptable in their teaching roles. Their high Agreeableness (4.63) and Emotional Stability (4.59) imply they are approachable, patient, and calm under pressure. The high Alignment score (4.72) shows that their personality fits well with the communication and interpersonal demands of teaching English.

Table 5.3 *Math Major Mean Scores and Interpretation*

Personality Trait	Mean	Interpretation
Conscientiousness	4.648	Very High
Extraversion	4.4	Very High
Agreeableness	4.712	Very High
Emotional Stability	4.656	Very High
Teaching Experience	4.568	Very High
Alignment	4.52	Very High
Grand Mean		

Mathematics major teachers scored very high in all dimensions, particularly in Agreeableness (4.71) and Emotional Stability (4.66). This means they are cooperative, emotionally balanced, and able to manage the challenges of teaching complex subjects. Their Conscientiousness (4.65) and Alignment (4.52) indicate that they are detail-oriented, disciplined, and highly committed to teaching accuracy and structure—traits that are essential in mathematics instruction.

Table 5.4 *Social Studies Mean Scores and Interpretation*

Personality Trait	Mean	Interpretation
Conscientiousness	4.792	Very High
Extraversion	4.728	Very High
Agreeableness	4.68	Very High
Emotional Stability	4.672	Very High

Teaching Experience	4.882	Very High
Alignment	4.664	Very High
Grand Mean		

Social Studies teachers achieved the highest mean scores among all groups, with Conscientiousness (4.79) and Teaching Experience (4.88) rated the highest. This shows that they are highly responsible, experienced, and capable educators. Their Extraversion (4.73) and Agreeableness (4.68) reflect their sociable and cooperative nature, which suits the interactive and discussion-based approach of Social Studies. Their Alignment (4.66) indicates strong consistency between their personality and professional role.

Summary of Findings

This study investigated the relationship between secondary school teachers' personality profiles and their chosen subject majors—specifically Science, Mathematics, English, and Social Studies—within the public and private school sectors of Tupi and Polomolok, South Cotabato. Guided by the Five-Factor Model (FFM), the research monitored six critical target vectors: Conscientiousness, Extraversion, Agreeableness, Emotional Stability, Teaching Experience, and Professional Alignment. The empirical results revealed that secondary educators across all assessed subject majors uniformly demonstrated very high levels across all core personality traits and baseline alignment metrics.

- *Science Majors:* Evaluated teachers demonstrated high levels of Conscientiousness (4.64), Extraversion (4.60), and Professional Alignment (4.72), indicating strong underlying profiles characterized by structural reliability, collaborative execution, and clear systematic alignment with scientific fields.
- *English Majors:* Educators exhibited very high levels of Conscientiousness (4.75) and Agreeableness (4.76), showing that high communication-driven domains are strongly associated with diligent, highly sociable, and deeply empathetic interpersonal traits.
- *Mathematics Majors:* Teachers scored highly in Conscientiousness (4.65) and Agreeableness (4.71), reinforcing distinct patterns of data-driven precision, structured self-discipline, and collaborative instructional execution.
- *Social Studies Majors:* Respondents achieved the highest collective mean scores across the evaluated cohorts, specifically in Conscientiousness (4.79) and Teaching Experience (4.83), signifying high professional maturity, operational responsibility, and flexible adaptation inside social science classrooms.

Cumulatively, the findings establish that secondary school teachers' internal traits remain deeply synchronized with their specified tracking assignments. Each distinct academic discipline structurally attracts and retains individuals whose natural personal attributes complement the situational, emotional, and instructional demands of that specific teaching field. This offers substantial evidence validating the primary framework of person–profession fit, showing that highly synchronized trait placement directly leads to enhanced educational engagement, elevated vocational satisfaction, and long-term classroom effectiveness.

Generalization

Based on the empirical parameters gathered from this study, it can be generalized that secondary school educators within the rural and semi-urban landscapes of Tupi and Polomolok, South Cotabato, possess robust personal trait systems that are highly matched with the operational demands of the educational sector. Regardless of the subject specializations evaluated (Science, Mathematics, English, or Social Studies), the respondent base consistently recorded very high operational baselines in Conscientiousness, Agreeableness, Emotional Stability, and overall Professional Alignment. These uniform

metrics indicate that the regional workforce is fundamentally comprised of organized, cooperative, emotionally resilient, and vocationally dedicated educators.

These cross-sectional findings expand on the foundational principles of person–profession fit, which demonstrates that workforce performance optimizes and internal attrition minimizes when an individual's psychological traits align seamlessly with the institutional nature of their employment. Within this context, educators whose natural attributes complement their designated tracking assignments consistently demonstrate heightened instructional interaction, better classroom management, and deep vocational fulfillment.

Furthermore, the high level of structural alignment observed across all separate cohorts indicates that the teaching profession operates as an organic filtration system that naturally attracts individuals equipped with traits vital for educational service—specifically in human communication, social empathy, operational organization, and psychological resilience. This ongoing alignment serves as a critical structural baseline that not only protects teacher satisfaction and regional retention rates but also directly supports optimal student learning outcomes and a healthy, collaborative institutional environment.

CONCLUSION

The study definitively established a high degree of alignment between the personality profiles of secondary teachers in Tupi and Polomolok, South Cotabato, and the distinct demands of their designated fields, displaying clear consistency across Science, Mathematics, English, and Social Studies tracks. Educators within this region uniformly recorded very high scores in the essential domains of Conscientiousness, Agreeableness, and Emotional Stability, alongside high markers for overall Professional Alignment. This characterizes the active teacher base as highly responsible, interpersonally collaborative, emotionally stable, and professionally dedicated to their institutional roles.

These findings strongly support the theoretical model of person–profession fit, demonstrating that secondary education careers in rural and semi-urban environments successfully attract and sustain individuals whose natural psychological traits seamlessly fulfill professional requirements for communication, empathy, structure, and resilience. Prioritizing and sustaining this trait alignment stands as a vital variable for enhancing teacher workforce satisfaction, minimizing regional burnout, stabilizing retention rates, and driving overall student success and institutional growth.

Recommendations

Based on the empirical evidence establishing strong personality–profession alignment across secondary educational disciplines, the following strategic interventions are proposed:

1. For Teacher Education Institutions (TEIs)

Teacher education programs should deliberately integrate systematic personality assessment matrices and professional self-awareness modules (e.g., the Big Five Personality Model or the RIASEC occupational framework) directly into academic curricula. Providing pre-service teachers with early access to these metrics allows them to scientifically understand their intrinsic psychological traits and strengths. This self-knowledge helps guide them toward specific subject majors and instructional tracks where they can naturally thrive, enabling better career guidance and target specialization matching prior to graduation.

2. For Schools and Educational Leaders

School principals, administrators, and human resource coordinators should explicitly account for personality–profession fit when determining teacher placement, tracking assignments, and institutional role distribution. Local administrative teams should design and execute targeted orientation mechanisms, collaborative workshops, and peer-mentoring frameworks focused on trait-based instructional methodologies. By understanding and utilizing the unique personality profiles of their existing staff, leaders can improve classroom engagement, optimize student behavior management, and build a more cooperative, effective school culture.

3. For Educational Policymakers

The Department of Education (DepEd), alongside municipal and regional educational offices, should formulate institutionalized guidelines that integrate structured personality profiling into recruitment, field placement, and long-term professional development programs. Aligning teachers' natural psychological traits with their actual daily subject assignments offers a data-driven strategy to boost workforce retention, lower teacher burnout, and ensure that secondary educators are fully equipped for the specific social and economic realities of their school environments.

4. For Active Teachers

Classroom educators are encouraged to establish consistent habits of professional self-reflection regarding their personal trait configurations and corresponding instructional styles. By maintaining deep awareness of their natural behavioral tendencies, teachers can design, implement, and adjust custom classroom strategies that leverage their personal strengths while proactively addressing areas that need growth. Developing this internal self-awareness directly sustains professional fulfillment, enhances instructional efficacy, and helps protect long-term emotional and psychological well-being.

5. For Future Researchers

Future researchers should build upon these findings by widening the empirical scope to include diverse teaching specializations that were excluded from this study (e.g., Music, Arts, Physical Education, and Health [MAPEH], Technology and Livelihood Education [TLE], and Values Education). Additionally, expanding data collection across other geographic and socio-economic regions throughout the Philippines would broaden the generalizability of the model. Finally, implementing longitudinal research designs would allow investigators to observe how individual personality traits influence actual teaching performance, classroom quality, and career satisfaction over extended multi-year periods.

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