Teachers' Traits and Performance

Maybelle R. Lacre[,a], Erlinda A. Quirap[b]

maybellelacre0512@gmail.com, caelquirap@gmail.com
Southern de Oro Philippines College – Graduate School
Cagayan de Oro City, Philippines

Abstract

Teachers help children acquire knowledge and skills, which is essential in the teaching-learning process. This study aimed to determine the respondents' level of traits in terms of personal and professional; the respondents' level of teaching performance; the significant relationship between teachers' traits and performance; and the variables which singly or in combination influence teachers' performance. The study was conducted among elementary school teachers (n=175) from the South District of Cagayan de Oro City. The study used statistical tools such as Mean, Standard Deviation, Frequency, Percentage Distribution, Pearson Product Moment Correlation Coefficient, and Linear Regression. A modified Questionnaire was adopted from the study of Tumbaga (2022). The results showed that the traits of teachers were High with an Outstanding Performance in their IPCRF S.Y 2021-2022. Teachers' traits and performance have a positive relationship. Thus, the null hypothesis is rejected. Therefore, teachers' traits are relevant in performing their tasks and responsibilities and achieving the objective. Meanwhile, the regression analysis found that stress tolerance does not influence performance. Thus, the null hypothesis is accepted. The study recommends that teachers be engaged in various activities, workshops, and training and have continuous professional skills to adapt to the rapid changes and multiple challenges in today's profession.

1. Introduction

Teachers are people whose job is to assist children in learning new information and abilities. They prepare the kids to be valuable members of the community. They are renowned as second parents who only want the best for their kids on a holistic level, not just academically. Teachers' trait is the most essential and complex variable in teaching-learning. On the other hand, trait refers to the characteristic of a human that can produce specific behavior. It describes how the person reacts, thinks, feels, and behaves in a particular situation. It also conveys the patterns of human behavior that persist for long periods.

In addition, personality traits reflect people's characteristic patterns of thoughts, feelings, and behaviors. Personality traits imply consistency and stability—someone who scores high on a specific trait like extraversion is expected to be sociable in different situations over time (Edward & Lucas, 2019). According to Gepila Jr. (2020), teachers are catalysts of national development. With them, the nation can produce and develop learners, who may lead the country to development and progress. Enhancing teachers' quality and upholding quality teaching standards should be given the utmost importance for long-term and sustainable nation-building.

In the case of the Philippines, teachers' competence is measured through Philippine Professional Standards for Teachers (PPST), DO No. 42, s. 2017 known as the National Adoption and Implementation of the Philippine Professional Standards for Teachers (DepEd). Teaching is considered to be one of the most stressful professions. In the field, teachers worked with different individuals, learners, school heads, co-teachers, parents, and other stakeholders. Dealing with various individuals with different personalities, they

usually encounter certain situations. Job performance correlated with teacher background. Neither has it come from a personal or professional story that would affect their job performance.

There are problems that teachers encounter in the field related to traits. Teachers' human relations have been a concern in some studies because of the cases like a teacher to parent interaction, teaching versus other tasks, and private life versus work (Van Der et al., 2018). Participative decision-making has become popular in education teachers have problems sharing their ideas, expertise, and efforts that contribute to the decision-making process of overcoming issues and achieving the organizational goals of the study (Torlak et al., 2022). As to the study (Cîrligeanu, 2017), teachers experiencing teaching-related stress like an increase in workload and negative emotions due to tension, frustration, anxiety, fury, and depression. In teaching, change is constant teachers' adaptability becomes involved in studies because of sudden change, burnout, and organizational commitment asserted in the study (Polat & İskender, 2018). The article importance of Good Communication Skills for Teachers (Capulong, 2017) states that for a teacher to hear, analyze, and integrate information to communicate, one must be an effective communicator to avoid misunderstanding and conflicts. In connection with this, the researcher is interested in conducting a study to determine the relationship between teachers' traits and performance in the South District, Division of Cagayan de Oro City, for the School Year 2021-2022.

2. Theoretical and Conceptual Framework

This study is anchored on Id, Ego, and Superego: Freud's Elements of Personality. According to Sigmund Freud, the human personality is complex and has more than a single component. In his famous psychoanalytic theory, Freud states that personality is composed of three elements: id, ego, and superego. These elements work together to create complex human behaviors (Kendra, 2020), Freud's Psychoanalytic Theory is significant to teachers. It is a great help for them to understand the learners' personalities, actions, and behavior. Childhood experiences of a person greatly influence how adults build their personalities. Teachers learned this theory in the course in preparation for them to understand why their pupils act and behave in a certain way. Certain aspects of personality are more primal and might pressure them to act upon their most basic urges. However, other parts of personality work to counteract these urges and strive to conform to the demands of reality.

Lester (2019) added the theory of personality aims to clarify why attitudes, aims, and behavior are constant over time. A man often acts in the same manner, which may be the result of innate habits in his psychological structures or development. Because of the differences in his psychological structures and behavior compared to those of others, he behaves somewhat differently from them. Past experiences, controlled childhood, and experiences can either boost or decrease a person's absorbing ability. Freud uses the id, ego, and superego to examine the characters' behavior. If teachers are knowledgeable of how the id, ego, and superego function, they will be able to establish high standards. Teachers will be able to see and understand, to a certain extent, how their students think and why they behave the way they do. If teachers combine teaching pedagogies with psychoanalysis of pupils' behavior, teaching-learning activities will be more effective and engaging (Gupta, 2020).

On the other hand, to determine the performance of the respondents, the researcher anchors DepEd Order No. 2, s. 2015, prescribing the Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education. Pursuant to Section 5 of DO 42, s. 2017 on the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST), which mandates that all performance appraisals for teachers shall be based on this set of standards. This Department has been integrating and embedding the PPST into the RPMS of teachers since School Year (SY) 2018-2019. Additionally, the PPST outlines the required skills and competencies of quality teachers, enabling them to cope with emerging global frameworks. If the required skills and competencies are not met, various professional development interventions will be given to them. PPST helps assure parents and

guardians that their children receive quality basic education from qualified professionals whose competencies are abreast with changes and advancements in the information age.

3. Method

This study used a descriptive–correlational survey type of research; hence it employed descriptive methods in describing and interpreting the conditions and relationships that exist between the variables presented in the conceptual framework. Correlational Design is a non-experimental research design used to examine the relationship between two or more variables. This research is designed to identify the teachers' traits and performance in South District Cagayan de Oro City.

The one hundred seventy-five (175) teachers of the South District, Division of Cagayan de Oro City, served as the responders of the study. It used Slovin's to identify the number of qualified respondents from its total teachers' population. Meanwhile, to determine the respondents from each school, a percentage of the actual number of respondents from the total number of participants of the school.

First, the researcher presents her interest in conducting the study through a letter to the Dean of the Graduate School of Southern Philippines College for approval. Then, forwarded to the office of the Schools Division Superintendent of the Division of Cagayan de Oro for permission to gather data. After the request letter was permitted, the researcher visited the different public elementary schools in South District and presented a letter to the principal attached to the approved letter from the division office for permission to gather the needed data in his school. The survey questionnaire was distributed through Google Forms for convenience and conducted data mining to obtain the IPCRF rating of the teachers for their performance. The data was completed and submitted to the statistician for computation. As the researcher received the results, it is where the researcher based its interpretation, conclusion, and recommendations.

The researcher utilized survey questionnaires as the main instrument in this study to provide and gather as much information as possible for relevant evaluation. The questionnaire was modified from the study by Tumbaga (2022) on Personality Traits and Teachers' Performance in Quezon l District: Basis for Personality Traits and Pedagogy Enhancement Program.

The researcher modified the questionnaire to suit the need of the study. It was subjected to Cronbach for validity and reliability. The questionnaire was checked in terms of content validity by the two Master Teachers and tested through pilot testing at East City Central School last November 5, 2022, and responded to by the thirty (30) teachers who are not a part of the study but with the same characteristics. The reliability test of the questions was measured via Cronbach Alpha with the result of 0.884.

The statistical treatments used for the analysis and interpretation of data. Problem 1 used the mean and standard deviation; Problem 2 used percentage distribution, frequency, mean and standard deviation; Problem 3 used the Pearson Product-Moment Correlation Coefficient to determine the significant relationship between the traits of the teachers. While for Problem 4 used linear regression to identify which variable most influences a teacher's performance.

4. Results and Discussions

Problem 1. What is the respondents' level of Teachers Traits in terms of:
1.1 Personal Traits
    1.1.1   Human Relations;
    1.1.2   Decisiveness; and
    1.1.3   Stress Tolerance?
1.2 Professional Traits
    1.1.4   Adaptability, and
    1.1.5   Communication?

Table 1 presents teachers' level of personal traits in human relations. It has an Overall Mean of 4.47 with SD=0.59, described as Agree and interpreted as High level. This means that the teachers were able to register the second highest level of personal traits in terms of human relations. It implies that human relations at the workplace are vital as it allows teachers to interact with each other. As the teachers have a good working relationship, they can exchange ideas; and ask for opinions; and suggestions from co-teacher, Master teachers, school heads, and other stakeholders related to teaching and learning activities. Better interpersonal skills promote optimism, flexibility, and a positive drive to achieve goals and can inspire teachers to come to school as they do not just report for work but socialize with individuals who can understand the nature of work.

Table 1

Teachers' Personal Traits on Human Relations

Indicators	Mean	SD	Description	Interpretation
1. I adjust to the variety of personalities and ranks in the organization.	4.39	0.61	Agree	High
2. I accept constructive criticism objectively.	4.41	0.57	Agree	High
3. I observe proper decorum in relating with superiors and peers.	4.58	0.57	Strongly Agree	Very High
4. I take the initiative to organize the workgroup.	3.89	0.80	Agree	High
5. I adopt the company's procedures andstandards.	4.54	0.59	Strongly Agree	Very High
6. I respect other people's ideas and opinions	4.75	0.47	Strongly Agree	Very High
7. I act positively and cooperatively within theteam.	4.61	0.54	Strongly Agree	Very High
8. I take steps to be cheerful in the group to foster positivity	4.32	0.66	Agree	High
9. I adjust my behavior according to the people I am dealing with.	4.58	0.56	Strongly Agree	Very High
10. I accept change as a continuous process inmy life.	4.59	0.55	Strongly Agree	Very High
Overall Mean	**4.47**	**0.59**	**Agree**	**High**

Note: 4.500-5.000 Very High   3.500-4.499 High
         2.500-3.499 Moderate   1.500- 2.499 Low   Below - 1.499 Very Low

Ares (2022) stated that employees are employed to accomplish business goals in the modern world because they bring people with various abilities together. A better product and better ideas are typically created when those talents are used in a collaborative setting to succeed and achieve goals. In this situation, the value of interpersonal relationships is present and working. The organization as a whole will be less productive if people cannot get along and settle disputes, which may have an impact on effectiveness. Moreover, Unsworth (2020) found that without positive human relations, it would be exceedingly challenging for superiors and subordinates to work together to convey tasks and responsibilities or assign duties. Whether they are aware of it or not, interactions with other people can positively impact one person's drive to work.

In the same table, the highest indicator, I respect other people's ideas and opinions. It has a Mean of 4.75 with SD=0.47, which is described as Strongly Agree and interpreted as Very High. This means how much educators respect someone's perspective. It implies that teachers are open-minded and optimistic as they give others a chance to express their thoughts and share ideas that help achieve the objective. Teachers

showed that the opinions, ideas, and suggestions from others are essential as they can either be used as a basis for the achievement or not. The chance and opportunity to speak and express their ideas show respect as they are part of the team. These can boost one's self-confidence and sense of belongingness as they will feel that they are valued and considered. According to Mind (2019), sharing opinions enables open and ongoing collaboration to solve problems and come up with creative ideas. It also helps teams quickly formulate several ideas that can be polished and combined to provide the optimal answer.

Meanwhile, the lowest indicator, I take the initiative to organize workgroup, got a Mean of 3.89 with SD=0.80, which is described as Agree and interpreted as High. This means that some teachers have less effort or move in taking the initiative to work as a group. Maybe they were not confident, shy, or afraid to be bashed by their colleagues for initiating. Teachers should learn to wear their confidence and always remember that small steps would lead to great success. Ahmed et al. (2018) said that to take the initiative to improve the department and contribute ideas to help the team succeed. Sharing knowledge thus sets the foundation for creative work practices. Such sharing also helps an organization's core competencies improve and promotes the growth of its effectiveness.

Table 2

Teachers' Personal Traits on Decisiveness

Indicators	Mean	SD	Description	Interpretation
1. I think logically and act accordingly	4.30	0.62	Agree	High
2. I consider alternatives and recommend solutions when faced with problem situations.	4.40	0.65	Agree	High
3. I give convincing recommendations and suggestions.	4.01	0.70	Agree	High
4. I act quickly and make the best decision possible.	4.01	0.68	Agree	High
5. I Exercise flexibility.	4.43	0.64	Agree	High
6. I have faith in my ability to handle the challenges on my own	4.34	0.66	Agree	High
7. I keep my impulsivity under control while making my decision	4.06	0.61	Agree	High
8. I weigh situations before giving reactions and recommendations.	4.28	0.63	Agree	High
9. I consider the viewpoints of others while making a choice.	4.44	0.57	Agree	High
10. I can act according to social norms	4.39	0.65	Agree	High
Overall Mean	**4.27**	**0.64**	**Agree**	**High**

Note: 4.500-5.000 Very High   3.500-4.499 High
        2.500-3.499 Moderate   1.500- 2.499 Low   Below - 1.499 Very Low

Table 2 shows teachers' personal traits on decisiveness. It has an Overall Mean of 4.27 with SD=0.64, which is described as Agree and interpreted as High level. This means that the teachers are able to register the second highest level of personal traits in terms of decisiveness. It implies that being decisive at work is necessary. This implies that the ability to make good decisions quickly and effectively is an important trait of a teacher. Their decision can lead to a great change or complication that would last for a long time. Teachers make decisions everyday, like what strategy to use in the lesson, conduct remedial classes, make innovations to address the needs of the pupils, and even decide in an unexpected situation.

According to Nabi and Dip (2017), making decisions inspires employees to be conscious of their rights within an organization. Employees benefit from being able to keep a better level of consistency

between their thoughts and work decisions, and it enables them to recognize their own identities and behaviors.

In the same table, the highest indicator, I consider the viewpoints of others while making a choice. It has a Mean of 4.44 with SD=0.57, which is described as Agree and interpreted as High. This means that teachers are open-minded and optimistic. They consider the perspective of others gives a better understanding and greater empathy that reduces bias, judgment, and conflict. Allowing others to express their ideas and opinions can boost their confidence and make them feel valued as they are part of the decision-making. It would develop a better understanding and help evaluate the importance of something to see a problem or challenge from different angles to develop better knowledge. According to Mind (2019), the ability to openly and continuously collaborate to solve issues and generate original ideas is made possible through opinion sharing. Additionally, it enables groups to generate a large number of ideas fast, which may then be integrated and refined to produce the best solution.

Meanwhile, in the lowest indicators, I give convincing recommendations and suggestions, and I act quickly and make the best decision possible. It has a Mean of 4.01 with SD=0.68, which is described as Agree and interpreted as High. It means that some teachers need to develop their ability to convince and make the best decisions quickly in coming up with favorable judgments. Based on the result, this is the lowest indicator yet not considered a problem because it only represents some of the teachers who are low in giving convincing recommendations and suggestions. Maybe they are hesitant about their ideas, not confident about them, and afraid of rejection. Teachers must believe they can influence and be effective agents of change.

Datta (2020) asserted that the ability to make conscious and effective attempts to persuade someone through writing or spoken communication. Convincing communication talks about the subject they are interested in. Though persuasive communication is employed everywhere, it occurs most frequently in the workplace. A person with good persuasion skills can inspire others to put in extra effort and succeed.

Moreover, it is shown that teachers are low in making the best decision quickly. Possibly because some teachers are afraid of failure due to their abrupt decision, they are not open to risk and face the outcomes or results of the decision. Making a choice is a constant in life. For teachers to make wise decisions, they must set clear, precise, and defined goals. Consider the pros and cons and always learn to accept the potential of failure. Masterclass (2022) found that setting and achieving goals requires being decisive, which is an essential workplace skill. A decisive person weighs several options, aware of potential outcomes, and uses their decision-making skills effectively. The decision-making process can occasionally be collaborative. Ultimately, developing decision-making abilities is a crucial soft skill that can enhance mental wellness and aid in averting negative results.

Table 3 discloses teachers' personal traits regarding stress tolerance. It has an Overall Mean of 4.20 with SD=0.68, which is described as Agree and interpreted as High level. In terms of stress tolerance, this indicates that teachers were able to identify their characteristics at the second highest level. It suggests that teachers have a wide range of coping techniques for dealing with stress, especially at work.

Simpson (2018) claimed that people with high-stress tolerance could handle stressful situations and even flourish in them. When faced with difficulties, such as deadlines, they successfully achieve the challenge and manage it with ease. They can control their fears and make room for people's shifting emotions, which allows them to be productive and confident despite uncertainty.

Moreover, Joseph and Jose (2021) proposed that occupational self-efficacy is essential for each profession to do the assigned duties. Each person experiences stress in various ways, which implies proper procedures and initiatives by the responsible departments to enhance and care for government teachers' occupational self-efficacy.

Table 3

   Teachers' Personal Traits on Stress Tolerance

Indicators	Mean	SD	Description	Interpretation
1. I exercise a high degree of tolerance fortension and problems.	4.11	0.66	Agree	High
2. I separate personal issues in the workplace.	4.49	0.61	Agree	High
3. I separate work from family affairs.	4.45	0.67	Agree	High
4. I have a healthy work-life balance.	4.10	0.70	Agree	High
5. I successfully carry out my tasks and functionin a high-stress environment.	4.10	0.68	Agree	High
6. I exercise tolerance for stress from the workload.	4.09	0.66	Agree	High
7. I sleep regularly and on time despite deadlines.	3.70	0.85	Agree	High
8. I accept feedback constructively	4.35	0.63	Agree	High
9. I believe that my job performance is uniquefrom others.	4.21	0.75	Agree	High
10. I exercise flexibility to adapt to changes.	4.40	0.59	Agree	High
Overall Mean	**4.20**	**0.68**	**Agree**	**High**

Note: 4.500-5.000 Very High   3.500-4.499 High
        2.500-3.499 Moderate   1.500- 2.499 Low   Below - 1.499 Very Low

    In the same table, the highest indicator, I separate personal issues in the workplace, got a Mean of 4.49 with SD=0.61, which is described as Agree and interpreted as High. It means that teachers exercise their utmost professionalism at work and in dealing with fellow teachers. This implies that teachers show professionalism because they can separate their issues and not take any possibilities that would affect their job. Teachers are flexible, can be elastic, and adapt to any situation that the work requires. To be effective and productive in dealing with all the people around them, they know that personal issues must be left behind at home when working. Glassdoor (2021) claimed that professionalism on the job guarantees a favorable first impression, fruitful interpersonal interactions, and a long-lasting reputation. Time management, efficient communication, excitement, and task delivery are essential components of professionalism on the job.

    Meanwhile, the lowest indicator, I sleep regularly on time despite deadlines, got a Mean of 3.70 with SD=0 .85, which is described as Agree and interpreted as High. It means that some teachers were having problems with their sleeping because of beating the deadlines. They should maintain a healthy sleeping routine and rest despite busy schedules and accomplishing tasks. The essential way to appropriately attend to work and personal responsibilities in a current hectic schedule is time management. Given the volume of work they do and the hundreds of tasks they are responsible for, teachers must be effective at time management to avoid sleepless nights. Pacheco (2022) claims that sleep is crucial to sustaining excellent health and well-being throughout life. Their typical sleeping patterns are impacted by what occurs while they are awake. Also, poor sleep quality has been linked to an increased risk for certain diseases and conditions.

    Table 4 exhibits overall teachers' personal traits. It has an Overall Mean of 4.31 with SD=0.64, which is described as Agree and interpreted as High level. This means that the teachers were able to register the second highest level of personal traits. It implies that human relations, decisiveness, and stress tolerance are utilized in the workplace. These traits are essential for teachers because they deal with various groups of people with different personalities. Teachers need to have good relations with all, make the best decisions at any time, and stay calm, relaxed and composed when faced with uncertainty.

Table 4

Summary *of Teachers'* Personal Traits

Teachers' Personal Traits Variables	Mean	SD	Description	Interpretation
Human Relations	4.47	0.59	Agree	High
Decisiveness	4.27	0.64	Agree	High
Stress Tolerance	4.20	0.68	Agree	High
Overall Mean	**4.31**	**0.64**	**Agree**	**High**

Note: 4.500-5.000 Very High   3.500-4.499 High
                 2.500-3.499 Moderate   1.500- 2.499 Low   Below - 1.499 Very Low

Gridwichai et al. (2020) claimed that different work situations have an impact on employees differently depending on their personality types. In other words, characteristics showed up when people were aware that they were unable to manage any pressure. A person's characteristics eventually have an impact on every element of their life. To keep a good relationship and connection with their bosses, groups, and subordinates, as well as because of unreasonable excess activities and work overload that would produce interpolated conflicts. Employees may develop negative traits due to a lack of role certainty, a lack of promotion opportunities, unrealistic deadlines, and time pressure when performing their duties

In the same table, the highest variable, Human Relations, with the Mean of 4.47 with SD=0.59, which is described as Agree and interpreted as High. This means that teachers value human relations at work. Good working connections with colleagues and the people in the community would lead to job efficiency and success. They will report to the job happy and can work effectively and productively, which leads to achievement and success. Indeed Editorial Team (2020) stated that building and sustaining a harmonious work atmosphere, keeping people, and promoting productivity all depend on good human interactions. Employees are more likely to do high-quality work when they feel that they are respected and appreciated for their contributions to the success of the organization. Employees become more motivated and improve their capacity for collaboration and idea-sharing with co-workers when they understand that carrying out duties relevant to their jobs would make them feel valued and appreciated. Opportunities for future growth may be opened up by fostering a strong workplace culture, building relationships among employees, and encouraging teamwork.

Meanwhile, the lowest variable, Stress Tolerance, has a Mean of 4.20 with SD = 0.64, which is described as Agree and interpreted as High. It means that some teachers have a low-stress tolerance. It may be the lowest variable on personal traits but only represents on few among the respondents. There are many things to consider when teachers feel stressed. Maybe they are new in the service and are still in an adjustment period in dealing with various people with different personalities, additional paper works, increased workload, and rapid changes in the department. To win against this battle is to show optimism to accomplish the task ahead or on time to reduce stress related to work. Teachers must exercise a coping mechanism to cope with the pressure, give time for themselves to distress, talk to trusted someone and be open to all the changes and circumstances.

Panda (2022) purported that self-care is an effective method of managing stress. Making time for enjoyment and relaxation helps cope with life's ongoing stresses. Therefore, it is wise for someone to regularly partake in calming activities that are good for them, like taking walks, playing with pets, going on excursions, watching comedies and lighting scented candles.

Table 5

Teachers' Professional Traits on Adaptability

Indicators	Mean	SD	Description	Interpretation
1. I work efficiently with new people and new teams.	4.32	0.61	Agree	High
2. I have the ability to cooperate well with new groups and individuals.	4.41	0.59	Agree	High
3. I can collaborate and work with teams to accomplish the set schedules.	4.37	0.65	Agree	High
4. I am open-minded and flexible in considering a significant change in my career.	4.45	0.61	Agree	High
5. I am capable of working under difficult circumstances.	4.20	0.69	Agree	High
6. I help with a variety of changes in management programs.	4.15	0.71	Agree	High
7. I can facilitate instructions to adopt changes and new practices.	4.21	0.66	Agree	High
8. I adjust plans, actions, and priorities to achieve team goals.	4.26	0.63	Agree	High
9. I am open to learning and mastering modern practices to achieve objectives.	4.40	0.61	Agree	High
10. I change my way of approaching or dealing with another person based on personality.	4.33	0.64	Agree	High
Overall Mean	**4.31**	**0.64**	**Agree**	**High**

Note: 4.500-5.000 Very High   3.500-4.499 High
2.500-3.499 Moderate   1.500- 2.499 Low   Below - 1.499 Very Low

Table 5 reveals teachers' professional traits on adaptability. It has an Overall Mean of 4.31 with SD=0.64, which is described as Agree and interpreted as High level. This means that the teachers can register the second highest level of professional traits in terms of adaptability. It shows that teachers are flexible and able to adjust and adapt to any situation and setting. They need to modify lessons, learning spaces, and content. The capacity of the teacher to modify their thoughts, attitudes, and behaviors in response to brand-new, changing, or uncertain situations justifies that they are flexible.

Panomareva (2022) expressed that changes and new issues will always come in the workplace, but how these issues are handled makes a difference. It might involve a shift in management, tactics, duties, or culture. The capacity to adapt enables performance to be boosted rather than hampered by such changes.

Moreover, teachers must be able to adapt to their pupils' various and evolving needs, connect skillfully with new coworkers and diverse parents, manage changes in the daily schedule and shifting activities proactively, and incorporate new professional learning or curriculum into their teaching methods. For healthy and productive professional functioning, it's critical to have the ability to adapt to these changes (Collie & Martin 2017).

In the same table, the highest indicator, I am open-minded and flexible in considering a significant change in my career, got a Mean of 4.45 with SD=0.61, which is described as Agree and interpreted as High. It means that teachers are flexible, open-minded, and innovative to the changes that happen at school. Being flexible at this time is a must for teachers because of many changes in the delivery of lessons and even in

some activities in school brought by uncertain situations. Therefore, teachers do not have the luxury to say no but rather oblige, especially if it is for the welfare of the learners.

Eryilmaz et al. (2020) said that being prepared means being able to handle both the predictable duties involved in preparing for and performing a job as well as the unpredictable changes required in response to changes in demands and circumstances at work. A person's ability to adjust their career also increases their work options, enables them to employ additional job search techniques, and is a crucial component of education and training.

Meanwhile, the lowest indicator, I help with a variety of changes in management programs, got a Mean of 4.15 with SD=0.71, which is described as Agree and interpreted as High. This means that some teachers do not involve much in the changes in management at school. Maybe some teachers lack self-confidence and are afraid to share their talents and ideas. Some think that their main job is to teach and focus on the welfare and development of the learners. That is why they do not pay more attention to management issues and concerns.

Panomareva (2022) expressed that changes and new issues will always come in the workplace, but how these issues are handled makes a difference. The capacity to adapt enables performance to be boosted rather than hampered by such changes.

Moreover, Green (2019) said that effective classroom management calls for careful planning but also the ability to shift gears and deviate from the plan when necessary; it also calls for firm control but also the ability to give up that control to seize a teaching opportunity; and it calls for leadership but also empathy for and understanding of your students. Thus, classroom management for teachers might be at the lower level, but its importance is highly recognized.

Table 6

Teachers' Professional Traits in Communication

Indicators	Mean	SD	Description	Interpretation
1. I use the right words in talking to peers, colleagues and superiors.	4.49	0.61	Agree	High
2. I show the appropriate gestures in response to someone I am communicating with.	4.57	0.54	Strongly Agree	Very High
3. I clarify phrases or comments to help people comprehend.	4.71	0.88	Strongly Agree	Very High
4. I communicate challenging or delicate information to co-workers in a precise manner.	4.26	0.64	Agree	High
5. I give precise responses to questions.	4.23	0.64	Agree	High
6. I establish eye contact during conversations.	4.43	0.65	Agree	High
7. I use simple and precise words in any explanation.	4.34	0.60	Agree	High
8. I keep an open mind while I consider other people's perspectives.	4.47	0.58	Agree	High
9. I show my understanding of the other person's point of view.	4.44	0.60	Agree	High
10. I maintain self-control and composure in group conversations.	4.33	0.62	Agree	High
Overall Mean	**4.43**	**0.64**	**Agree**	**High**

Note: 4.500-5.000 Very High   3.500-4.499 High
         2.500-3.499 Moderate   1.500- 2.499 Low   Below - 1.499 Very Low

Table 6 shows teachers' professional traits in communication. It has an Overall Mean of 4.43 with SD=0.64, described as Agree and interpreted as High. It means that the teachers were able to register the second highest level of professional traits in terms of communication. This implies that the teachers give importance to communication. Clear communication to all provides harmonious relationships and eliminates misunderstandings that would lead to conflicts. Teachers are dealing with different individuals with different backgrounds using precise and clear messages is very important to understand and be understood by the people around them. Good communication skills are vital for interactions with students, colleagues, and stakeholders. Teachers are responsible for understanding and simplifying complex information and explaining it to pupils orally and in writing materials. According to Khan et al. (2017), everything is always made simpler and more understandable by teachers who are good communicators. Educators must impart knowledge to pupils with various modes of thought. Therefore, a teacher must develop communication skills that encourage students to engage in their learning process, abilities, and potential. Teachers' communication skills are essential for students' academic success as well as their professional and personal success.

In the same table, the highest indicator, I clarify phrases or comments to help people comprehend, got a mean of 4.71 with SD=0.88, which is described as Strongly Agree and interpreted as Very High. It means that the teachers use simple and understandable words in delivering messages. It would avoid misunderstanding and misconceptions because the clarity of the message is present, which would help the receiver comprehend. Language barriers can be of great challenge to learners and co-workers, especially in the part of understanding instructions and explanations. Since the country is composed of different languages, it is important that teachers are fluent and may use other languages as a medium of instruction and in communication for better understanding. When the learners or co-workers ask for clarification, the teacher can freely elaborate on it. Enriquez (2020) claimed that a teacher's communication skills could affect the learner's mastery of a particular subject. Learners said that if the teacher can explain well and simplify the lessons, translating the instructions into the local language ignites the interest of the pupils to learn because they can interact with the teachers freely. Thus, using multiple languages helps children understand the lesson well.

Meanwhile, the lowest indicator, I give precise responses to questions, got a Mean of 4.23 with SD=0.64, which is described as Agree and interpreted as High. It means that some teachers failed to give precise responses to questions. It may be the lowest indicator yet not considered an extreme issue of teachers' traits because this represents few respondents. If a pupil asks a question and the teacher answers and explains it exactly in simple and understandable words. With this, pupils will become more eager to learn and give their best, knowing they have equal chances and opportunities along with their classmates to hear and be heard in the teaching-learning process. Pupils, parents, and other stakeholders often ask a question. Feedbacking is part of the job of a teacher. They deserve a precise answer and further explanation if needed to address the questions raised. Providing an answer with clarity and transparency to their questions will assure them that they are valued and respected. Pat (2018) claimed that communicating with honesty and sincerity promotes a positive mindset for both the learners and co-teachers. Continuously experiencing positive things for learners and co-teachers will likely choose to do positively for themselves and others. Thus, emphasis on sincere and honest communication promotes and inspires a positive mindset among learners and teachers.

Table 7 discloses overall teachers' professional traits. It has an Overall Mean of 4.37 with SD=0.64, which is described as Agree and interpreted as High level. It means that the teachers were able to register the second highest level of professional traits. This implies that communication and adaptability are important traits of a teacher. In the current time wherein changes are inevitable, teachers must be flexible and always ready to adjust and abreast themselves with the new trends. Interactions with learners and co-teachers are vital as they will allow teachers to have better ideas, suggestions, and clear and transparent communication with others.

Table 7

Summary *of Teachers'* Professional Traits

Teachers' Professional Traits	Mean	SD	Description	Interpretation
Adaptability	4.31	0.64	Agree	High
Communication	4.43	0.64	Agree	High
Overall Mean	**4.37**	**0.64**	**Agree**	**High**

Note: 4.500-5.000 Very High   3.500-4.499 High
    2.500-3.499 Moderate 1.500- 2.499 Low   Below - 1.499 Very Low

Khan et al. (2017) claimed that teachers who are good communicators always make everything simpler and more understandable. Therefore, teachers must have excellent communication skills to effectively communicate knowledge, manage the classroom, and engage with the pupils. Al-Seghayer (2017) asserted that teachers must also be adaptable because learning languages and teaching them are dynamic processes involving a variety of interrelated factors that are subject to change. By adopting flexible teaching and adapting their techniques to pupils' level, culture, and goals to respond to learners' specific abilities and needs, teachers can accommodate a variety of learning styles, educational backgrounds, and possibly frustrating language barriers.

In the same table, the highest variable, Communication, has a mean of 4.43 with SD=0.64, which is described as Agree and interpreted as High. It means that teachers emphasize that communication is important. They use simple and understandable words to deliver messages to pupils, parents, co-teachers, school heads, and stakeholders. This implies that to make the teaching and learning process more effective. Consistent communication must be present. Communication with the stakeholder's teachers also ensures that they set clear and precise goals, activities, or projects as their purpose for communication. They even use other languages just to provide an understandable message. According to Oco (2022), teachers should have access to community stakeholders to connect with potential partners to further their goals, particularly when a project or activity calls for cooperation and support from others. Some are ready and willing to help out and donate to the school to get the supplies or facilities it needs. The instructors or other school stakeholders only need to tap into them.

Meanwhile, the lowest variable, Adaptability, has a Mean of 4.31 with SD=0.64, which is described as Agree and interpreted as High. It means that some teachers have difficulty responding to sudden changes in the workplace. Maybe this is the lowest indicator yet not considered a serious problem in professional traits because the result shows that some teachers of the respondents are not open-minded and flexible. That is why they have a hard time working well with groups, meeting deadlines, and adapting to the changes related to their job.

According to Panomareva (2022), workplace changes and new problems will always arise, but how problems are handled ultimately determine how well they are resolved. These could entail changing management, strategies, commitments, or cultural norms. With the ability to adapt, such changes can actually improve performance rather than hinder it.

Problem 2. What is the respondents' level of Teaching Performance for the School Year 2021-2022?

Table 8 exhibits teachers' teaching performance. It has an Overall Mean of 4.56 with SD=0.28, which is described as Outstanding. Moreover, one hundred fifty-eight (158) out of one hundred seventy-five (175) or 90.29% of the teachers gained the performance rating rated with the outstanding level, while seventeen (17) out of one hundred seventy-five (175) or 9.71% of the teachers gained the performance rating rated with very satisfactory. This means that the teachers were able to register the highest level of performance at an outstanding level. It implies that teachers performed their duties, roles, and responsibilities towards the learners and even performed additional ancillary assignments. Teachers ensured that they met the standards set by the Department of Education as a basis for the identification and computation of teaching

performance.

Table 8

Teachers' Teaching Performance

Level of Performance	Frequency	Percentage	Mean	SD	Description
Outstanding	158	90.29			
Very Satisfactory	17	9.71			
Satisfactory	0	0	4.56	0.28	Outstanding
Unsatisfactory	0	0			
Poor	0	0			
Total	**175**	**100.00**			

Note: 4.500-5.000 Outstanding   3.500-4.499 Very Satisfactory
2.500- 3.499 Satisfactory   1.500- 2.499Unsatisfactory   Below – 1.499 Poor

Oco et al. (2022) stated that teachers always make sure that they perform their best in performing tasks, duties, and responsibilities for the welfare and development of the learners and the stakeholders. Moreover, to help the strand achieve school goals, teachers' professional development should be prioritized, like getting a master's degree, participating in workshops, and having regular coaching and mentoring to maintain proficient performance. The Schools Division may continue and improve the ongoing training or other interventions for teacher development (Garcia et al. 2020).
Problem3. Is there a significant relationship between Teachers' Traits and Teacher'sPerformance?

Table 9

Test Correlation on *Teachers'* Traits and Performance

	Teachers' Performance				
	r-value	**p-value**	**Description**		
Personal Traits					**Interpretation**
Human Relations	0.4429	0.000	Weak Positive Relationship		Significant
Decisiveness	0.3978	0.000	Weak Positive Relationship		Significant
Stress Tolerance	0.2437	0.0456	Weak Positive Relationship		Significant
Adaptability	0.2299	0.004	Weak Positive Relationship		Significant
Communication	0.2216	0.000	Weak Positive Relationship		Significant

Note: *significant at p<0.05 alpha level   S – significant   NS – not significant

r-Values   Description   r- Values   Description
0.00 – 0.09 No Linear Relationship (NLR)   0.10 – 0.49   Weak Positive Relationship (WPR)
0.50 – 0.69 Moderate Positive Relationship (MPR)   0.70 – 0.99 Strong Positive
Relationship (SPR)1.00- Perfect Linear Relationship (PLR)

Table 9, on the next page, reveals the test correlation between teachers' traits and performance. It shows the R-values of the following traits: Human Relations with (0.4429), Decisiveness (0.3978), Stress Tolerance (0.2437), Adaptability (0.2299), and Communication (0.2216). All five variables have a description of a weak positive relationship and are all significant at 0.05 level of significance. Therefore, it means that there was a significant relationship between teachers' traits and performance. Thus, the null hypothesis is rejected. This implies that teachers' traits have an impact on teaching performance. Although it is only on a weak positive relationship level, still its effect is significant, which means that teachers' relationships can affect teaching performance.

The teacher is happy to report to school if they feel a positive relationship, valued, and respected. It can promote a sense of belongingness for them to work energetically, effectively, and productively which contributes to the success of the school. Oco (2022) claimed that teachers' relationship affects teaching performance and even in terms of satisfaction. Having an ideal and harmonious relationship promotes and inspires teachers to perform better and collab with fellow teachers. Teachers tend to help and assist each other in achieving goals and objectives.

As to decisiveness, teachers show that making the best decision as much as possible contributes to the success of the school. They make decisions that abide by the department's norms and consider the pupils' welfare. According to Espinosa (2019), decision-making is an essential trait used in all aspects of life. A person must be able to make decisions that enhance the quality of life. Therefore, decisiveness applies to everything, including careers, jobs, relationships, and education.

Stress tolerance is the capacity to remain calm and collected under pressure. It shows that teachers were able to maintain professionalism. They were able to separate their issues from work. This finding aligns with the results of the study by Simpson (2018). Tolerating pressure or uncertainty without losing one's composure is referred to as having a high-stress threshold. People with high-stress tolerance can handle stressful situations and even flourish in them. When faced with difficulties, such as when a deadline is advanced, they successfully rise to the challenge and handle it with ease. They manage their fears and make room for people's shifting emotions, which allows them to be productive and confident despite uncertainty.

Adaptability results show that it is relevant to teachers' performance. It shows that teachers are open-minded, flexible, and optimistic about adapting to all the changes in work. As a result, they could work and contribute their best for the success and welfare of the pupils. Oco et al. (2022) stated that better teacher performance lies in the teacher's adaptability. It is a skill that can adjust to changes, whether abrupt or gradual. Sometimes it is very challenging for teachers in unfamiliar situations, but teachers will always find ways to manage and adjust, for it is part of the job.

On the other hand, Communication results show a significant relationship to teachers' job performance. It means that teachers could apply a variety of communication strategies that promote clear and positive communication. In addition, they ensure to use of simple and understandable words to address the diverse individuals they are dealing with.

According to Ares (2022), people with good communication skills can understand others and be understood by them. These skills require a range of abilities, including listening, speaking, observing, and having empathy. These abilities are necessary for public speaking, developing a confident attitude, and communicating ideas to people in daily life. Having these skills enables many people to advance in their careers.

Problem 4. Which of the independent variable influences a teacher's performance?

Table 10, on the next page, presents a regression analysis of teachers' traits and performance. This test is conducted to determine if human relations, decisiveness, stress tolerance, adaptability, and communication predict teaching performance among teachers. Results show that Human Relations (β=0.237, t-value=2.975 and p-value=0.003), Decisiveness (β=0.219, t-value=2.478 and p-value=0.014), Adaptability (β=0.181, t-value=2.39 and p-value=0.018), and Communication (β=0.179, t-value=2.36 and p-value=0.020) are positively associated with teaching performance. Thus, the null hypothesis is rejected.

 Meanwhile, Stress Tolerance registered not positively associated with the outcomes (β=-0.026, t-value=-0.362, and p-value=0.718=n.s.). Thus the null Hypothesis is accepted. This means that teachers' traits have an impact on teaching performance. Although it is only on a weak positive relationship level, its effect is significant. It implies that teachers' human relations, decisiveness, adaptability, and communication can affect teaching performance. They are able to work and contribute their best for the success and welfare of the pupils and the department. They show flexibility, optimism, and professionalism, weigh things in making the decision as much as possible and can exercise transparency in communicating with the people around them.

Table 10

Regression Analysis on Teachers' Traits and Performance

	UC		SC				
	B	**SE**	**β**				
				t-value	**Sig. (P-value)**	**Decision**	
Constant	1.3088	0.3520	0.1774	3.718	0.001	Reject Ho	
Human Relations	0.1976	0.0664	0.237	2.975	0.003	Reject Ho	
Decisiveness	0.1674	0.0676	0.197	2.478	0.014	Reject Ho	
Stress Tolerance	-0.0114	0.0315	-0.026	-0.362	0.718	Accept Ho	
Adaptability	0.1045	0.0437	0.181	2.390	0.018	Reject Ho	
Communication	0.0924	0.0392	0.179	2.360	0.020	Reject Ho	
	R	**R^2**	**Adjusted R^2**	**f-value**	**Sig. (P-value)**	**Decision**	
	0.593	0.351	0.336	22.9	0.001	Reject Ho	
Model							

Note: UC = Unstandardized Coefficients   SC = Standardized Coefficients
Dependent Variable = Teaching Performance   Significant when computed p-value <0.05.

A teacher who possesses good human relations shows off having an outstanding performance because he has good working relations that ignite him to work well and do more to become effective and productive. The findings of the study by Tran et al. (2018) showed the positive effects of high-quality workplace relationships on working manners, including higher commitment, lower levels of reported job stress, and increased perception of social impact. Employees' working relationships have long been determined to be crucial to their overall well-being and performance ratings at work. Notably, the findings also showed that the quality of workplace connections and teachers' performance is significantly influenced by interactions between leaders and their workforce.

Moreover, relationships between management and employees are extremely valuable in any organization. Training employees, attending to their needs, developing a positive working culture, and settling disputes among coworkers or between employees and management are all parts of human relations. It is easier to emphasize the importance of human relations by recognizing some of the ways they might affect costs, competitiveness, and long-term economic sustainability (Petryni, 2019).

Every day, teachers make numerous decisions to support pupils learning and make a decision that would help achieve objectives. Some were made during the dynamic interactions with children while teaching a class. Teachers' decisiveness is relevant in their duties considering some uncertainty which would measure their ability to make decisions promptly and effectively following the norms. According to Macha and Mhagama (2022), teachers' involvement in decision-making impacts their occupational morale. It discovered a link between worker morale and more effective organizational practices. Thus, allowing employees to participate in decision-making increases better levels of motivation, responsibility, and dedication to seeing the school through hence producing good work.

Moreover, teachers are trained to be flexible to adapt the sudden change. They are taught to be optimistic and open-minded to new learnings, suggestions, and ideas from others to prepare them for the reality of teaching. Being adaptable is an edge of an outstanding teacher. Martin et al. (2019) advised that educational activities and programs in teacher education courses foster flexibility as a concept and a practice. On a larger scale, considering the typically dynamic and ever-evolving circumstances in which education occurs, they propose that educators in all fields need this ability.

All aspects of communication, listening, speaking, reading, presenting, and writing are included in teaching. Regardless of a pupil's ability or preferred manner of learning, they must be able to modify their communication techniques. To effectively communicate, one must know how to make the dull exciting and possess strong presentation abilities. Also, efficient collaboration with colleagues and updating administrators

on student achievement depend on instructors' communication skills. Teachers must be skilled at responding to queries verbally and in writing because parents frequently ask by phone, visit, or email.

Ngwakwe et al. (2018) concluded that without communication between learners and teachers, departments and staff, educational organizations could not function since any breakdown in communication leads to administrative issues that may compromise the school's objectives. Furthermore, effective communication establishes effective leadership, serves as the foundation for decision-making, fosters cooperation and peace, boosts managerial effectiveness, aids in the progression of motivation and moral development, encourages good planning, creates awareness, improves the efficiency of staff operations, and serves as the foundation for coordination and cooperation.

5. Conclusions

Based on the significant findings in every specific problem of the study. The traits of teachers and their ability to handle their personal and professional traits is a contributory factor to their work performance.

1. Personal traits, particularly human relations, decisiveness, and stress tolerance, were utilized at the workplace. These traits are crucial in dealing with learners, workmates, superiors, and stakeholders.
2. Teachers made sure that the standards set by the Department of Education were met. Therefore, the teachers are clear and organized, use a variety of teaching strategies to engage students, develop positive relationships with their students, adapt their lessons for individual differences, and assess and evaluate student learning to identify what they learned and what they have not yet learned, constantly develop their management skills and reflective.
3. Teachers' traits are significantly relevant in performing their best in their duties and responsibilities and in achieving the departments' goal.
4. Regression analysis results showed that the four independent variables, namely: human relations and decisiveness, adaptability, and communication, influenced teaching performance. Meanwhile, stress tolerance results revealed do not influence teaching performance.

6. Recommendations

Based on the findings and conclusions of the study, it is recommended that:

1. Teachers need to be aware of and practice a coping mechanism for stress. Thus, one must exercise time management to minimize work stress and avoid sleepless nights despite the deadlines.
2. Teachers need to consider enrolling in Master's degree courses for professional development and engage in various training to enhance teaching and learning outcomes that promote outstanding performance.
3. The administrators must consider more workshops and training to equip teachers to initiate, organize and innovate confidently.
4. Teachers must use simple and understandable words in teaching and communicating with the learners and stakeholders to give precise responses to questions and clarifications.

7. References

Ahmed, F., Hassan, A., Ayub, M. U., & Klimoski, R. J. (2018). High commitment work system and innovative work behavior: The mediating role of knowledge sharing. Pakistan Journal of Commerce and Social Sciences (PJCSS), 12(1), 29-51.

Al-Seghayer, K. (2017). The central characteristics of successful ESL/EFL teachers. Journal of Language Teaching and Research, 8(5), 881-890.

Anna C. van der Want, G.L.M. Schellings &J. Mommers Pages 802-824 | Received 28 Jun 2016, Accepted 18

May 2018, Published online: 02 Jun 2018

Ares, Nieve Irene V. (2022). Teamwork, Accomplishments and Performance of Teachers. A survey. Unpublished research. Misamis Oriental, Philippines

Asaloei, Sandra Ingried, Agustinus Kia Wolomasi, and Basilius Redan Werang. (2020): "Work-Related stress and performance among primary school teachers." International Journal of Evaluation and Research in Education 9.2 352-358.

Capulong. (2017).Importance of Good Communication Skills For teachers

Cîrligeanu, M. (2017). Teacher Stress and Coping Strategies. In O. Clipa (ed.), Studies and Current Trends in Science of Education (pp. 120-128). Suceava, Romania: https://doi.org/10.18662/lumproc.icsed2017.14

Collie, R. J., & Martin, A. J. (2017). Teachers' sense of adaptability: Examining links with perceived autonomy support, teachers' psychological functioning, and students' numeracy achievement. Learning and Individual Differences, 55, 29-39.

CSC MC 06, s. 2012: Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System (SPMS) https://www.csguide.org/items/show/698

Datta, J. (2020). 5 Best Convincing Skills to Practice at Workplace. https://sanjeevdatta.com/

Deed, I. (2022). The Importance of Human Relations. https://www.indeed.com/

DepEd Order No. 42, s. 2017, the field is hereby informed of the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST).

DO 2, S. 2015 – Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education

Dutton, J. E., & Ragins, B. R. (Eds.). (2017). Exploring positive relationships at work: Building a theoretical and research foundation. Psychology Press.

Edward, Diener and Richard E. Lucas (2019). "Personality traits." General psychology: Required reading 278.

Enriquez, R. (2020). The Use of MELCs in the Normal and its impact on learning of the learned competencies in core subjects. Unpublished Thesis. Cagayan de Oro College. Carmen, Cagayan de Oro City, Philippines

Eryilmaz, A., & Kara, A. (2017). Comparison of teachers and pre-service teachers with respect to personality traits and career adaptability. International Journal of Instruction, 10(1), 85-100.

Eryilmaz, A., Satici, B., & DENİZ, M. E. (2020). A model of career adaptability for teachers: emotional intelligence, goal setting, and striving for goals. International Online Journal of Primary Education, 9(1), 63-72.

Espinosa, J. (2019). Great Leaders Are Decisive. https://www.sigmaassessmentsystems.com/

Gaan, John M. (2022). Work Satisfaction and Level of Stress Among Teachers. Unpublished Research. Misamis Oriental, Philippines

Garcia, R. E., et al. "Analysis of senior high school-accountancy, business and management Strand teachers performance." International Journal of Research-Granthaalayah 8.1 (2020): 131-137.

Gepila Jr, E. (2020): "Assessing teachers using Philippine standards for teachers." Universal Journal of Educational Research 8.3 739-746.

Glassdoor, T. (2021). A Guide to Professionalism in the Workplace. https://www.glassdoor.com/

Green, T. (2019). Classroom Management. https://cetl.uconn.edu/

Gridwichai, P., Kulwanich, A., Piromkam, B., & Kwanmuangvanich, P. (2020). Role of personality traits on employees job performance in pharmaceutical industry in Thailand. Systematic Reviews in Pharmacy, 11(3), 185-194.

Gupta, D. (2020). Synergy Between Teaching and Freud'S Structural Theory of Personality: Id, Ego and Superego. PalArch's Journal of Archaeology of Egypt/Egyptology, 17(6), 6723-6734.

Helena Granziera, Rebecca J. Collie & Andrew J. Martin. (2019). Adaptability: An Important Capacity To Cultivate Among Pre-Service Teachers In Teacher Education Programmes. https://files.eric.ed.gov/

Indeed Editorial Team. September 25, 2020. "What are Human Relations Skills?" https://www.indeed.com/career-advice/resumes-cover-letters/human-relations-skills

Joseph, L.K. and Jose, J.M. (2021). Stress Tolerance and Occupational Self-efficacy Among Teachers. International Journal of Social Science, 10(3), pp.241-246.

Karim, Ahmad, et al. (2021): "The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District." Nidhomul Haq: Jurnal Manajemen Pendidikan Islam 6.3 497-512.

Kendra Cherry Updated on November 19, 2020, Freud's Theory of the Id in Psychology https://www.verywellmind.com/what-is-the-id-2795275

Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. (2017). Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. Journal of Education and Practice, 8(1), 18-21.

Kun, A., & Gadanecz, P. (2022). Workplace happiness, well-being and their relationship with psychological capital: A study of Hungarian Teachers. Current Psychology, 41(1), 185-199.

Lester, D. (2019). Theories of personality: A systems approach. Routledge.

Libre Text. April 27, 2021.What is Human Relations? (Summary) https://socialsci.libretexts.org/Bookshelves/Communication/Book%3A_Human_Relations_(Dias)/01%3A_What_is_Human_Relations/1.S%3A_What_is_Human_Relations_(Summary)

Macha & Mhagama (2022). Teachers' Participation in Decision Making and Work Performance in Public Secondary Schools in Meru District Council in Arusha Tanzania. International Journal of Humanities and Education Development (IJHED), 4(1), 124–138. https://doi.org/10.22161/jhed.4.1.13

Margolis, A. A. (2019). Teacher performance evaluation: A review of best foreign practices. Psychological Science and Education, 24(1), 5-30.

MasterClass. May 25, 2022. How to Be More Decisive: 5 Tips for Improving Decisiveness https://www.masterclass.com/articles/how-to-be-more-decisive

Mind, M. (2019). What is brainstorming? And why is it important? https://blog.mindmanager.com/

Ngwakwe, C. U., Nwachukwu, S. O., & Udoh, E. N. (2018). Principals' Communication Strategies and Teachers' Job Performance in Public Secondary Schools in IkotEkpene Education Zone of Akwa Ibom State, Nigeria. International Journal of Education Development, 22(1), 22-39.

Nurun Nabi, I. M., & Dip TM, H. A. (2017). Impact of motivation on employee performances: a case study of Karmasangsthan bank Limited, Bangladesh. Arabian J Bus Manag Review, 7(293), 2.

Oco, Richard M. (2022). Level Of Job Satisfaction of Public High School Teachers: A survey. Journal: International Journal of Research Publications. DOI: 10.47119/IJRP1009512202222888

Oco, Richard M., Jaudian, Edmar P., Janubas, Claude Elvin G. (2022). Job Satisfaction and Performance of Junior High School Teachers. International Journal of Advanced Research (IJAR). DOI: 10.21474/IJAR01/14364

Oco, Richard M. (2022). Leadership Styles of School Heads and Its Relationship to School Performance. Global Scientific Journals. EOI: 10.11216/gsj.2022.01.57744

Özgenel, M., & Mert, P. (2019). The role of teacher performance in school effectiveness. International Journal of Education Technology and Scientific Researches, 4(10), 417-434.

Pacheco, D. (2022). Why Do We Need Sleep? https://www.sleepfoundation.org/

Panda, I. (2022). How to Cope with Stress Essay. https://ivypanda.com/

Panomareva, Nadia. (2022). What is Adaptability in the Workplace & Why is it Important? https://nhglobalpartners.com/

Pat, Mcfadyen (2017). 5 Reasons Why Following The Rules Is Important. https://www.growinggradebygrade.com/

Petryni, M. (2019). The Importance of Human Relations in the Workplace. https://smallbusiness.chron.com/

Polat, D. D., & İskender, M. (2018). Exploring teachers' resilience in relation to job satisfaction, burnout, organizational commitment, and perception of organizational climate. International Journal of

Psychology and Educational Studies, 5(3), 1-13. https://dergipark.org.tr/en/download/article-file/1337289

Rebecca J Collie, Andrew Martin and Helen Granziera. 08 May 2018. Being able to adapt in the classroom improves teachers' well-being

Rishi Ram Paudyal, September 14, 2019 https://myrepublica.nagariknetwork.com/news/how-do-we-apply-freud-in-classroom/

Sannikova and Husak (2020). Features of decisiveness in individuals with Different Emotional Disposition. Georgian Medical News, (301), 136-142.

Study.com (2021, July 31) What is Communication? - Definition & Importance.). Retrieved from https://study.com/academy/lesson/what-is-communication-definition-importance.html.

Susan Simpson November 28, 2018. Stress Tolerance & Resiliency: Tough As Titanium https://www.pairin.com/stress-tolerance-resiliency-tough-titanium/

Thomas, M. (2022). Which Personality Attributes are Most Important in the Workplace? https://www.thomas.co/

Torlak, N. G., Demir, A., & Budur, T. (2022). Decision-making, leadership, and performance links in private education institutes. Rajagiri Management Journal,16(1),63-85

Tran, K. T., Nguyen, P. V., Dang, T. T., & Ton, T. N. (2018). The impacts of the high-quality workplace relationships on job performance: A perspective on staff nurses in Vietnam. Behavioral sciences, 8(12), 109.

Tumbaga (2022). Personality Traits and Teachers' Performance in Quezon I District. The basis for Personality Traits and Pedagogy Enhancement Program.

Ugoani, John (2020). "Human Relations Role as Catalyst for Worker Productivity." Management 1-13.

Unsworth, Kerrie (2020). "Human relations virtual special issue: Virtual working." Human Relations 73.7 1036-1040.

Von der Embse, Nathaniel, et al. (2019): "Teacher stress interventions: A systematic review." Psychology in the Schools 56.8 1328-1343.