Influence of Self-Identity on the Personality Styles of Secondary Teachers: Basis for a Teachers' Personality Development

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Abstract:
Self-identity is a fundamental psychological construct that shapes how individuals perceive themselves and interact with others, profoundly influencing their personality and behavior. This study investigates the influence of self-identity on the personality styles of secondary teachers to inform the design of a teachers' personality development program. Self-identity, encompassing self-concept, self-awareness, self-esteem, and self-efficacy, significantly affects individuals' behaviors and interpersonal interactions, which in turn shape their personality styles. Employing a descriptive-correlational research design, data were gathered from 111 secondary teachers using a structured questionnaire measuring demographic profiles, levels of self-identity, and personality styles across five dimensions: extraversion, neuroticism, openness, agreeableness, and conscientiousness. Data analysis involved frequency counts, arithmetic means, and Spearman's rank correlation coefficient. Findings revealed that the majority of respondents were young to middle-aged females with bachelor's and master's degrees and varied teaching experience. The teachers demonstrated a high level of self-identity and scored high across all personality style dimensions. However, statistical analysis indicated no significant relationship between self-identity and personality styles (r = 0.097, p = 0.312). These results suggest that while secondary teachers maintain strong self-identity and distinct personality profiles, self-identity alone may not predict their personality styles. Based on these insights, a comprehensive teachers' personality development program is proposed to support professional growth by addressing both personal identity and diverse personality traits. It is recommended that future programs incorporate multifaceted strategies that consider other psychological and environmental factors influencing teacher personality development.

Keywords: Self-identity, personality styles, secondary teachers, teacher development, personality development program.

INTRODUCTION

Self-concept has an important role in determining how people view themselves and deal with others, directly affecting their personality styles. In the case of secondary teachers, how they define and make sense of themselves—either by their values, beliefs, roles, or life experiences—can affect their behavior, communication, and teaching style. Teachers with a clear and firm sense of self-identity are likely to have confidence, emotional stability, and personality consistency, which can promote enhanced student and colleague relationships. An absence of self-identity can result in personality issues like low self-esteem, indecision, or struggle with adapting to the pressures of the teaching profession. An understanding of the relationship between self-identity and personality styles is crucial in fostering teacher growth and effectiveness. This research seeks to investigate how self-identity impacts the personality styles of secondary teachers as a basis for a well-designed personality development program enhancing their professional and personal well-being. Self-identity is a core element of personality development that affects behavior, decision-making, and professional relationships.

It is the building block of personality by combining personal stories, social roles, and fundamental values into a synthesized self-concept (McAdams et al., 2021). This further agrees with the differentiation between self-identity and personal identity, where self-identity is regarded as including an individual's conception of himself and his sense of continuity through time (Drummond, 2021). In the case of secondary school teachers, the construction of self-identity plays a crucial role in personality development, which subsequently affects teaching styles, classroom discipline, and professional relationships (Sabanal, 2023). In addition, studies on adolescent self-identity reflect the importance of identity optimization in developing positive personality and adaptability in behavioral approaches (Afriyanti, 2024). These results in aggregate indicate that self-identity is an interactive and impactful consideration that develops personality styles and influences teaching significantly in how teachers interact with students, peers, and the wider teaching community. While increasing acknowledgment of the significance of personality in the development of teaching effectiveness continues, there is an existing contextual deficit in terms of the specific impact that self-identity has on secondary school teachers' personality styles.

Whereas other research has examined general personality characteristics and how these influence teaching performance, little work has been carried out on the more profound psychological construct of self-identity as a causal influence on the personality development of teachers, particularly secondary school teachers. This lack of understanding is especially evident in local contexts where cultural, social, and institutional circumstances can distinctively influence the way teachers view themselves and their ability to show their personality in professional contexts. Without an explicit grasp of this relationship, current teacher development initiatives might neglect key factors that affect professional conduct, social relationships, and instructional practices. Therefore, this research attempts to fill the contextual void through the investigation of the impact of self-identity on secondary teachers' personality styles as a foundation for developing a more specific and efficient personality development program. The research intends to investigate the impact of self-identity on the personality styles of secondary teachers, with the long-term objective of developing a personality development program specifically for them.

Seeing that a teacher's personality plays a strong role in influencing his or her teaching competence, classroom climate, and social relationships, this study aims to explore how aspects of self-identity—e.g., self-concept, self-awareness, self-esteem, and self-efficacy—link to personality dimensions such as extraversion, neuroticism, openness, agreeableness, and conscientiousness. By examining the interrelation among these psychological variables and taking into account the effects of demographic variables like age, sex, level of education, experience in teaching, and involvement in personality development programs, the study aims to offer empirical evidence that will help to establish a basis for the development of an overall personality development program with a view to improving professional development and individual well-being among secondary school teachers.

METHODS
Research Design
This study employed a descriptive-correlational research design to gather relevant data. This approach is well-suited for investigating and analyzing relationships between variables without manipulation. According to Creswell and Creswell (2018), a descriptive-correlational design effectively identifies and measures the degree of association or correlation between two or more variables. It provides a snapshot of existing conditions, allowing researchers to examine how variables interact within a specific sample. By exploring potential predictive relationships, this design offers valuable insights into the strength and direction of these associations in real-world settings.

Research Setting
The study was conducted in the Division of Dapitan City, Zamboanga del Norte, Mindanao, due to its rich cultural and historical background that significantly influences the identity and personality styles of secondary school teachers, making it an ideal setting for examining the impact of self-identity on teacher behavior.

Research Respondents

The study involved all 111 secondary school teachers in the target population through complete enumeration, ensuring comprehensive representation and enhancing the validity of findings for developing an effective teacher behavior modification program.

Research Instrument

The study used a three-part instrument consisting of a demographic profile, a researcher-made self-identity questionnaire, and an adapted Big Five personality traits questionnaire. The demographic section gathered background data like age, sex, education, teaching experience, and training using categorical scales. The self-identity part measured self-concept, self-awareness, self-esteem, and self-efficacy on a 5-point Likert scale to capture teachers' self-perceptions. The personality section assessed extraversion, neuroticism, openness, agreeableness, and conscientiousness through Likert-scale items, with negatively worded statements reverse-scored for accuracy. Scores were interpreted as low, moderate, or high for each trait, offering a comprehensive profile linked to self-identity and professional behavior.

Validity of Instrument

The research instruments were validated through expert reviews and pilot testing for the self-identity questionnaire to ensure content and face validity, while the adapted Big Five personality questionnaire underwent factor analysis and correlation with related variables to confirm construct and criterion-related validity. Reliability was established with Cronbach's alpha values above 0.7, ensuring the tools accurately and consistently measured the intended constructs.

Data-Gathering Procedure

The data-gathering process began with obtaining formal permission from school administrators, clearly outlining the study's purpose and confidentiality measures. Upon approval, respondents were fully informed about the study and written informed consent was secured. A pilot test was conducted to refine the instrument before data collection. The researcher personally administered and collected the questionnaires, ensuring voluntary participation and confidentiality. Completed responses were checked for completeness, with follow-ups as needed. Data were anonymized, coded, and analyzed using descriptive and inferential statistics.

Ethical Considerations

Bryman and Bell (2007) highlight key ethical principles for conducting responsible research, including obtaining informed and voluntary consent by clearly explaining the study's purpose, procedures, and risks. Researchers must ensure confidentiality by protecting respondents' privacy and anonymizing data unless permission is given. Participants should be informed of their right to withdraw at any time without penalty. Minimizing harm is essential, preventing physical or psychological distress. If deception is necessary, it must be justified, limited, and followed by a thorough debriefing. Researchers are also responsible for respecting respondents' dignity and autonomy throughout the study, thereby safeguarding their rights and well-being and maintaining research integrity.

Data Analysis

Frequency count was used to describe the demographic profile of secondary teachers by categorizing variables such as age, sex, educational attainment, teaching experience, and training attendance. Arithmetic mean was calculated to determine the average levels of self-identity dimensions (self-concept, self-awareness, self-esteem, self-efficacy) and personality traits (extraversion, openness, conscientiousness, agreeableness, emotional stability). Spearman's rank correlation coefficient was applied to assess the strength and direction of the relationship between self-identity and personality styles, providing insight into their association.

RESULTS AND DISCUSSION

Table 1 - Demographic Profile of the Respondents

Profile	f	%
Age		
21–30 years old	40	36.036

31–40 years old	39	35.135
41–50 years old	18	16.216
51–60 years old	10	9.009
61 years old and above	4	3.604
Total	**111**	**100.00**
Sex		
Male	41	36.937
Female	69	62.162
Prefer not to say	1	0.901
Total	**111**	**100.00**
Educational Attainment		
Bachelor's Degree	58	52.252
Master's Degree	53	47.748
Doctorate Degree	0	0.000
Others	0	0.000
Total	**111**	**100.00**
Years of teaching experience		
1–5 years	31	27.928
6–10 years	32	28.829
11–15 years	29	26.126
16–20 years	10	9.009
More than 20 years	9	8.108
Total	**111**	**100.00**
Trainings and seminars attended		
None	23	20.721
1–3	36	32.432
4–6	37	33.333
More than 6	15	13.514
Total	**111**	**100.00**

Table 1 shows the diverse demographic profile of 111 secondary school teachers. Most respondents were aged 21–40 (71.17%) and female (62.16%). Over half (52.25%) held a bachelor's degree, and the rest (47.75%) held a master's. Teaching experience was mostly within 1–15 years, and 65.77% had attended 1–6 trainings, though 20.72% had none. These results suggest that the teachers, mostly young and early-career, are in the process of shaping their self-identity and professional personality. The lack of training for some may hinder development, indicating the need for targeted capacity-building programs to address gaps in experience and support continuous growth.

This aligns with Cebú (2022), who noted that age and sex influence self-efficacy, and with Aini et al. (2018), who emphasized the role of experience in professional identity. However, Sarabia and Collantes (2020) warned that limited training may increase stress, potentially affecting personality and teaching performance. Hence, the interplay between demographics and development highlights the need for structured support systems.Table No. 1 presented the demographic profile of the secondary school teachers, which revealed diverse backgrounds that influenced their self-identity and personality styles. The majority of the respondents were within the younger age groups, predominantly female, and had varying levels of educational attainment and teaching experience. Most were early to mid-career educators, with 71.17% aged between 21 and 40 years old, and 62.16% female. Regarding education, 52.25% held a bachelor's degree, while 47.75% had earned a master's degree, with none having a doctorate. Teaching experience was mostly within 1 to 15 years, distributed across 1–5 years (27.93%), 6–10 years (28.83%), and 11–15 years (26.13%). In addition, the teachers' engagement in professional development activities varied: 33.33% had attended 4–6 trainings or seminars, 32.43% attended 1–3, 13.51% attended more than 6, and 20.72% had no training at all.

Table 2.1 - The level of self-identity among secondary teachers as measured by Self-Concept

Indicators	Sd	Mean
1. I have a clear understanding of who I am as a person.	0.977	3.964
2. I feel confident in my role as a teacher.	0.997	3.847
3. I believe my personal values align with my teaching profession.	1.128	3.703
4. I see myself as a competent and capable educator.	0.941	4.126
5. My self-perception is mostly positive and stable.	0.968	4.018
Average Mean		**3.932**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

The findings in Table 2.1 revealed that the overall level of self-identity among secondary teachers was rated as High, with an average mean of 3.932. This result suggested that teachers possessed a strong sense of self-understanding, confidence, and alignment of their personal values with their professional roles. The implications of this finding underscored that a well-established self-identity potentially serves as a foundation for stable emotional functioning, resilience, and more effective classroom interactions. A high self-identity level likely contributes to the formation of consistent teaching styles, reliable decision-making, and enhanced rapport with students and colleagues—factors that are essential for professional success and personal fulfillment in the teaching field.

The highest mean score (M = 4.126, SD = 0.941) was recorded under the statement "I see myself as a competent and capable educator," indicating that teachers strongly identified with their professional role and had high self-efficacy. This positive self-appraisal may lead to increased motivation, persistence in challenging tasks, and effective classroom leadership. The item "My self-perception is mostly positive and stable" also scored highly (M = 4.018), suggesting that most teachers maintained a consistent and affirming self-view, which is crucial in managing stress and maintaining composure in the classroom. The item "I have a clear understanding of who I am as a person" obtained a mean of 3.964, reflecting a solid but slightly less intense level of personal clarity. This implies that while most teachers had a well-formed sense of self, there may still be room for deeper self-reflection or personal growth. Meanwhile, "I feel confident in my role as a teacher" had a mean score of 3.847, suggesting that confidence was generally high but possibly affected by situational factors such as workload or institutional support. Lastly, the lowest-rated item, "I believe my personal values align with my teaching profession" (M = 3.703, SD = 1.128), although still within the High range, pointed to the possibility of slight dissonance or evolving values among some teachers. This finding implied the need for regular value clarification exercises or professional development programs that help teachers continuously integrate their personal and professional identities.

Based on the findings from Table 2.1, secondary teachers demonstrate a high level of self-identity, particularly in areas of self-perception, role confidence, and alignment of personal values with the teaching profession. This aligns with the idea that self-identity is deeply embedded in individuals' roles and how they relate to meaningful objects and social constructs, such as the teaching profession (Wheeler & Bechler, 2020). In contrast, a study by Postigo et al. (2022) reveals a dramatic decline in academic self-concept during secondary school among students, suggesting that teachers' strong self-concept may serve as a stabilizing influence in the learning environment. Furthermore, the emergence of digital self-identity, as explored in the context of the new normal in education, has introduced more fluid and externally influenced perceptions of self among educators (Macapagal & Reyes, 2023). Compared to the relatively stable and positive self-identity observed in this study, digital identity is more dynamic and shaped by technological interactions. Collectively, these studies highlight that self-identity is context-sensitive but remains a foundational component of professional effectiveness and fulfillment among secondary teachers.

Table 2.2 - The level of self-identity among secondary teachers as measured by Self-Awareness

Indicators	Sd	Mean
1. I frequently reflect on my strengths and weaknesses as a teacher.	1.176	3.694

	Sd	Mean
2. I am aware of how my emotions affect my teaching performance.	0.981	3.973
3. I recognize my personal biases and work to overcome them.	0.948	3.856
4. I actively seek feedback to improve myself.	1.024	3.820
5. I understand how my personality influences my interactions with students.	1.036	3.838
Average Mean		**3.836**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

The data in Table 2.2 revealed that the overall mean score for self-awareness among secondary teachers was 3.836, which fell under the "High" category. This indicated that, on average, the respondents possessed a commendable level of self-awareness in their professional roles. The implication of this finding suggests that secondary teachers were generally reflective, emotionally intelligent, and mindful of how their personalities and behaviors influenced their classroom environment and professional growth. A high level of self-awareness is fundamental in fostering positive teacher-student relationships and in enhancing teaching effectiveness, indicating that these educators are well-positioned to adapt to challenges and continuously improve their teaching practices.

Item 2, "I am aware of how my emotions affect my teaching performance," obtained the highest mean of 3.973 with a standard deviation of 0.981, signifying that most teachers acknowledged the impact of their emotional state on their instructional delivery. This finding underscores the importance of emotional regulation in teaching and highlights the potential benefit of programs that help educators manage stress and maintain emotional balance. Item 3, "I recognize my personal biases and work to overcome them," recorded a mean of 3.856, suggesting that teachers were fairly conscious of their potential prejudices and made efforts to mitigate them. This is crucial in promoting equitable learning experiences for all students regardless of background. Item 5, "I understand how my personality influences my interactions with students," had a mean of 3.838. This implies that teachers were aware of how their personality traits shaped their relationships with learners, which may influence student motivation, classroom climate, and discipline. Item 4, "I actively seek feedback to improve myself," scored a mean of 3.820. This reflects a healthy openness to constructive criticism and a growth mindset among the teachers. Regular feedback-seeking behavior enhances professional development and pedagogical effectiveness. Lastly, item 1, "I frequently reflect on my strengths and weaknesses as a teacher," had the lowest mean of 3.694, although still within the "High" category. This result points to a positive but slightly lesser inclination toward self-reflection, which may be further strengthened through targeted reflection-based professional development activities.

The results suggest that secondary teachers demonstrate a high level of self-awareness, particularly in recognizing the influence of their emotions, biases, and personalities on their teaching performance. This reflects the view of self-identity as a dynamic, reflective process that shapes behavior and personal meaning in social contexts (Drummond, 2021). Similarly, the emphasis on seeking feedback and understanding one's impact on student interactions aligns with the assertion that cultivating self-awareness is essential for professional competence, particularly in educational settings (Chen & Hsiung, 2021). Furthermore, the role of self-awareness in fostering improved academic and behavioral outcomes, as shown in the study conducted among students in Mindanao, supports the idea that developing a strong sense of self among educators contributes positively to both personal growth and classroom effectiveness (Samsi et al., 2024). Collectively, these perspectives highlight the foundational role of self-identity in shaping the personality styles of teachers and emphasize its importance as a basis for structured personality development initiatives.

Table 2.3 - The level of self-identity among secondary teachers as measured by Self-Esteem

Indicators	Sd	Mean
1. I feel valued and respected as a teacher.	1.073	3.856
2. I believe I am capable of handling challenges in my profession.	1.012	3.946
3. I am satisfied with my personal and professional growth.	1.058	3.793

4. I rarely doubt my abilities as a teacher.	0.920	3.964
5. I feel proud of my accomplishments as an educator.	1.056	3.856
Average Mean		**3.883**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

Table 2.3 presents the level of self-identity among secondary teachers as measured by self-esteem. The computed overall mean was 3.883, which falls within the "High" interpretation based on the given scale. This indicated that, in general, the teachers exhibited a strong sense of self-worth and confidence in their professional and personal identities. Such a level of self-esteem could have significant implications for their personality development and teaching performance. A high level of self-identity suggests that teachers are more likely to engage positively with students, cope effectively with professional challenges, and contribute constructively to the school environment.

The highest mean score was found in the item "I rarely doubt my abilities as a teacher" (M = 3.964, SD = 0.920), signifying that most teachers possessed a consistent belief in their teaching capabilities. This strong self-assurance may enhance their effectiveness in the classroom and contribute to stable personality traits such as confidence and resilience. The item "I believe I am capable of handling challenges in my profession" also had a high mean (M = 3.946, SD = 1.012), reinforcing the notion that teachers perceive themselves as competent problem-solvers—an essential characteristic of a healthy personality style in the educational context. The statements "I feel valued and respected as a teacher" and "I feel proud of my accomplishments as an educator" both shared the same mean score (M = 3.856), suggesting that recognition and pride in one's work are important contributors to teachers' self-esteem. These positive self-perceptions likely influence their motivation and interpersonal dynamics within the school setting. Lastly, the item with the lowest mean, though still rated "High," was "I am satisfied with my personal and professional growth" (M = 3.793, SD = 1.058). While still favorable, this relatively lower score may point to opportunities for further development programs to enhance teachers' growth satisfaction, thus strengthening their overall personality development.

Based on the findings that secondary teachers exhibit a high level of self-identity as measured by self-esteem indicators, this aligns well with the literature emphasizing the critical role of self-identity in shaping personality and professional efficacy. Positive personality traits and strong self-efficacy are significant correlates of effective career self-management among secondary school teachers, supporting the notion that teachers who feel capable and proud, as shown in the indicators, are likely to manage their roles better (Sabanal, 2023). Contrastingly, the invisible curriculum influences youth's self-identity and self-esteem development by emphasizing environmental and contextual factors that shape self-perception differently than intrinsic professional satisfaction, suggesting that external school culture might also impact teachers' self-identity (Nyamai, 2022). A psychosocial perspective asserts that sociability and self-esteem are intertwined with self-identity in complex ways, indicating that teachers' social interactions within educational settings can modulate their self-esteem and personality styles (Waite-Jones & Rodriguez, 2022). Collectively, these studies converge on the importance of self-identity and self-esteem in professional development but differ in their emphasis on internal versus external influences, underscoring the multifaceted nature of personality development among teachers.

Table 2.4 - The level of self-identity among secondary teachers as measured by Self-Efficacy

Indicators	Sd	Mean
1. I believe I can effectively manage a classroom.	1.017	3.955
2. I am confident in my ability to engage students in learning.	0.842	4.045
3. I can handle difficult situations with students calmly and effectively.	1.078	3.748
4. I believe my efforts can positively impact my students' learning.	1.009	3.991
5. I am confident in my ability to adapt to changes in teaching methods.	0.942	3.847
Average Mean		**3.917**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

The data presented in Table 2.4 revealed that the overall level of self-efficacy among secondary teachers, which is a key indicator of their self-identity, obtained an average mean of 3.917. This mean fell under the scale description "High," suggesting that the teachers generally had a strong belief in their own capabilities and effectiveness within the classroom context. The high level of self-efficacy implied that the teachers possessed a healthy sense of self-identity, which likely contributed positively to their personality styles. This finding emphasized the importance of fostering self-belief among educators as it may serve as a foundation for professional growth, resilience, and instructional effectiveness, ultimately guiding the formulation of personality development initiatives for teachers.

The item with the highest mean was "I am confident in my ability to engage students in learning," which obtained a mean score of 4.045 (SD = 0.842), indicating a very high level of confidence among teachers in student engagement. This pointed to their proactive classroom presence and their perceived ability to motivate learners, which may significantly enhance their interpersonal and instructional personality traits. The statement "I believe my efforts can positively impact my students' learning" followed closely with a mean of 3.991 (SD = 1.009), also reflecting a high level of self-assurance in their influence on student outcomes. This belief may align with a personality style characterized by dedication, conscientiousness, and a goal-oriented mindset. The item "I believe I can effectively manage a classroom" had a mean of 3.955 (SD = 1.017), signifying a strong sense of control and authority in classroom settings. This confidence likely contributed to personality styles associated with assertiveness and structure. Meanwhile, "I am confident in my ability to adapt to changes in teaching methods" recorded a mean of 3.847 (SD = 0.942), which also indicated a high level of adaptability. This finding suggested that the teachers were flexible and open to innovation—traits that resonate with dynamic and forward-thinking personality styles. The item with the lowest mean was "I can handle difficult situations with students calmly and effectively," with a mean score of 3.748 (SD = 1.078). Although still within the "High" category, this indicated a relatively lower level of perceived competence in managing student behavior under pressure. This could imply a need for further development in emotional regulation and conflict resolution, areas essential to shaping stable and composed personality traits in teaching professionals. Collectively, these findings underscored the strong self-efficacy beliefs among secondary teachers, suggesting that their self-identity is positively aligned with adaptive and effective personality styles. As such, teacher development programs should continue to reinforce and support these beliefs through targeted training and mentorship opportunities that enhance both instructional skills and personal growth.

Secondary teachers demonstrate a high level of self-identity as reflected in their strong belief in their ability to manage classrooms effectively, engage students, handle challenging situations calmly, and adapt to changes in teaching methods. This aligns with findings that creative self-efficacy is closely tied to teachers' role identity and their capacity to foster creativity in educational settings (Huang, 2024). Likewise, the influence of supportive family and school environments on academic self-efficacy and self-identity highlights the contextual nature of self-concept development. In a complementary perspective, self-efficacy has also been associated with a broader sense of life purpose among teachers, reinforcing the idea that confidence in one's professional abilities contributes to both personal and professional fulfillment Together, these notion underscore that self-efficacy is a key component of teachers' self-identity, shaped by internal beliefs, contextual supports, and broader life goals.

Table 2.5 - Summary of the level of self-identity among secondary teachers

Components	Mean	Interpretation
Self-Concept	3.932	High
Self-Awareness	3.836	High
Self-Esteem	3.883	High
Self-Efficacy	3.917	High
Average Mean	**3.892**	**High**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

The data presented in Table 2.5 revealed that the overall mean level of self-identity among secondary teachers was 3.892, which was interpreted as High. This indicated that, on average, teachers demonstrated a strong sense of self-awareness, confidence in their capabilities, and clarity in their personal and professional identities. The implication of this finding suggests that secondary teachers possessed a solid internal foundation that could positively influence their personality styles and, by extension, their teaching behaviors, interpersonal relationships, and classroom management. A high level of self-identity may enhance a teacher's ability to adapt to challenges, maintain motivation, and engage meaningfully with students.

Self-Concept obtained the highest mean of 3.932, also interpreted as High. This suggested that teachers had a well-developed understanding of who they were, both personally and professionally. Such a robust self-concept could support consistent and authentic teaching practices. Self-Efficacy followed closely with a mean of 3.917, indicating that teachers generally believed in their ability to accomplish teaching tasks and to influence student outcomes effectively. This belief in personal competence likely contributed to higher levels of instructional persistence and innovation. Self-Esteem recorded a mean of 3.883, which also fell under the High category. This reflected that teachers had positive self-regard and confidence in their value and contributions. High self-esteem among educators is crucial as it can lead to greater resilience and reduced susceptibility to stress and burnout. Lastly, Self-Awareness received a mean score of 3.836, also interpreted as High, suggesting that teachers were mindful of their emotions, behaviors, and how these affect others. This level of awareness is essential in managing classroom dynamics and in fostering positive student-teacher relationships. Overall, these findings underscored that the secondary teachers in the study generally possessed a high level of self-identity across all four dimensions. This has meaningful implications for teacher development programs, emphasizing the need to nurture and sustain these internal qualities as foundational elements of effective teaching and well-rounded personality development.

The high levels of self-identity observed among secondary teachers—particularly in aspects such as self-concept, self-awareness, self-esteem, and self-efficacy—resonate with scholarly perspectives that emphasize the integral role of self-perception in professional growth and teaching effectiveness. A teacher's sense of self-efficacy is vital in managing students with diverse social-emotional needs, suggesting that teachers who possess strong internal beliefs are better equipped to adapt and respond effectively (Sukhan, 2023). Similarly, self-awareness and self-concept are foundational in the emergence of teacher leaders, as self-identification empowers educators to step into leadership roles with confidence and authenticity (Zhang, Pham, & Thomas, 2023). Complementing these views, the development of teachers' leadership capacity is reinforced through deliberate focus on their personality and professional identity (Carswell, 2021). While Sukhan (2023) emphasizes instructional adaptability, Zhang et al. (2023) focus on self-driven leadership evolution, and Carswell (2021) bridges these by linking internal development to broader institutional leadership. Together, these perspectives underscore that fostering self-identity is not only relevant but essential in supporting teachers' ongoing personal and professional development.

Table 3.1 - The Predominant Personality Styles of Secondary Teachers in Terms of Extraversion

Indicators		Sd	Mean
1.	Warms up quickly to others.	1.103	3.423
2.	Prefers to be alone	1.080	3.559
3.	Is always on the go	1.079	3.568
4.	Can talk others into doing things.	1.140	3.387
5.	Seeks quiet.	1.200	3.631
6.	Is assertive and takes charge.	1.106	3.631
7.	Holds back from expressing my opinions.	1.138	3.532
8.	Enjoys being part of a group.	1.097	3.523
9.	Let's things proceed at their own pace.	1.114	3.532

Average Mean		3.532

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

Table 3.1 presented the predominant personality styles of secondary teachers in terms of extroversion. The average mean score was 3.532, which fell under the "High" category based on the given scale. This indicated that, overall, secondary teachers exhibited a relatively strong tendency toward extroverted behaviors. The implication of this finding suggested that most teachers demonstrated characteristics associated with sociability, assertiveness, and active engagement with their environment—traits that are often linked with effective classroom communication, collaborative teaching, and positive student-teacher interactions. This general disposition may contribute to creating a more dynamic and participative learning atmosphere.

The data revealed that the highest-rated indicators were "Seeks quiet" and "Is assertive and takes charge," both with a mean of 3.631. This suggested a unique balance in the teachers' personalities, showing that while they were assertive and capable of leading, they also valued moments of solitude or quiet reflection, which could enhance their classroom management and decision-making strategies. The indicator "Is always on the go" followed closely with a mean of 3.568, implying that many teachers maintained a high level of activity and energy, a trait that could enhance productivity and responsiveness in school-related tasks. On the other hand, the indicator "Can talk others into doing things" had the lowest mean of 3.387, though still within the "High" category. This implied that while teachers were sociable and assertive, they might not frequently engage in persuasive communication or influencing others, possibly due to a preference for collaborative decision-making over directive approaches. Another noteworthy indicator was "Prefers to be alone," with a mean of 3.559. Though slightly lower than others, it still suggested that some teachers occasionally leaned toward introverted behavior, highlighting the diversity in personality styles even within a generally extroverted group. The overall implication of these findings underscored the complexity of teacher personalities: while predominantly extroverted, many also showed introverted tendencies, pointing to the importance of recognizing individual differences in personality development programs. This nuanced understanding could serve as a basis for designing more personalized and effective teacher personality development initiatives.

The results indicate that secondary teachers generally demonstrate a high level of extraversion, characterized by assertiveness, sociability, and active engagement, while also displaying a preference for moments of quiet and introspection. This pattern reflects a dynamic interplay between outgoing behavior and reflective tendencies. Research has shown that extraversion in teacher-leaders enhances transformational leadership and collective teacher efficacy, suggesting that social engagement is a valuable asset in educational settings (Zadok, Benoliel, & Schechter, 2024). Similarly, extraversion can serve as a protective factor against job burnout, underscoring its role in sustaining teachers' well-being (Liu, Li, Zhu, He, & Li, 2022). In alignment, extraverted personality traits in teachers contribute positively to student motivation, reinforcing the significance of interpersonal warmth and communication in classroom environments (Khalilzadeh & Khodi, 2021). These studies support the idea that personality development programs for teachers should consider both expressive and introspective dimensions to foster more effective and balanced professional growth.

Table 3.2 - The Predominant Personality Styles of Secondary Teachers in Terms of Neuroticism

Indicators	Sd	Mean
1. Often feels blue	1.097	3.532
2. Is not easily bothered by things.	1.121	3.559
3. Becomes stressed out easily.	1.106	3.477
4. Becomes overwhelmed by emotions.	1.161	3.495
5. Is calm, even in tense situations	0.975	3.550
6. Is afraid that I will do the wrong thing.	1.167	3.577
7. Keeps my cool.	1.060	3.595
8. Does things I later regret	1.173	3.595

Average Mean		3.547

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

Table 3.2 presented the predominant personality styles of secondary teachers in terms of neuroticism, revealing an overall high mean score of 3.547. This indicated that, on average, the teachers exhibited a high level of neuroticism characteristics. The implication of this finding suggested that secondary teachers may frequently experience emotional sensitivity and stress, which could affect their coping mechanisms and interactions within the school environment. Understanding this tendency is essential for developing targeted personality development programs to help teachers manage emotional challenges effectively, thereby enhancing their professional performance and well-being.

The item "Keeps my cool" and "Does things I later regret" shared the highest mean scores of 3.595, indicating that teachers often maintained composure in stressful situations but also occasionally acted impulsively with subsequent regret. The item "Is afraid that I will do the wrong thing" scored 3.577, reflecting a moderate fear of making mistakes among teachers, which might contribute to anxiety or cautiousness in decision-making. "Is not easily bothered by things" (3.559) and "Is calm, even in tense situations" (3.550) further highlighted teachers' relative emotional stability despite underlying stressors. Conversely, "Becomes stressed out easily" (3.477) and "Becomes overwhelmed by emotions" (3.495) indicated vulnerability to emotional distress. The item "Often feels blue" scored 3.532, suggesting occasional experiences of sadness or low mood. These nuances implied that while teachers displayed strengths in emotional regulation, there were areas where they were susceptible to emotional difficulties. These insights underscore the need for personality development interventions focusing on stress management, emotional resilience, and self-awareness to support teachers' mental health and job effectiveness.

The findings reveal that secondary teachers tend to exhibit high levels of neuroticism, characterized by feelings of anxiety, emotional overwhelm, and occasional regretful actions. This aligns with research indicating that higher neuroticism in teachers is significantly associated with increased job burnout, suggesting that emotional instability can negatively affect their occupational well-being (Liu et al., 2022). Similarly, neuroticism has been identified as a strong predictor of burnout among secondary teachers, linking traits such as stress sensitivity and emotional reactivity to reduced professional effectiveness (Aharandu & Nwankwo, 2023). In contrast, studies examining the interplay between neuroticism and emotional intelligence suggest that while neuroticism often predisposes individuals to negative emotions, high emotional intelligence may mitigate these effects and reduce the adverse consequences of neurotic tendencies (Sterlus & Bernacka, 2023). Together, these studies support the observed prominence of neuroticism among secondary teachers while highlighting the importance of personality development programs that not only address neurotic traits but also cultivate emotional regulation skills for improved teacher well-being and performance.

Table 3.3 - The Predominant Personality Styles of Secondary Teachers in Terms of Openness

Indicators		Sd	Mean
1.	Does not have a good imagination	1.015	3.613
2.	Loves to read challenging material.	1.015	3.613
3.	Is interested in many things.	1.015	3.613
4.	Tries to understand myself	1.015	3.613
5.	Is not interested in abstract ideas.	1.015	3.613
6.	Believes in the importance of art.	1.015	3.613
7.	Prefers to stick with things that I know	1.015	3.613
8.	Tends to vote for conservative political candidates.	1.015	3.613
Average Mean			3.559

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

Table 3.3 presented the predominant personality styles of secondary teachers in terms of Openness, with an overall average mean of 3.559, which falls within the "High" category on the given scale. This result implied that, generally, secondary teachers demonstrated a high level of openness, indicating their tendency to be imaginative, curious, and appreciative of art and new ideas. The high openness suggests that these teachers are more likely to embrace innovative teaching methods and diverse perspectives, which could positively influence their professional growth and adaptability in the educational environment. Consequently, fostering and further developing openness among teachers may enhance their creativity and effectiveness in classroom management and instructional delivery.

The indicators revealed consistent findings that reinforced the high openness level. For instance, teachers reported a strong interest in challenging reading material and diverse subjects (mean = 3.613), suggesting intellectual curiosity and eagerness to expand their knowledge base. They also expressed efforts to understand themselves, reflecting introspection and personal growth. However, some items such as "Does not have a good imagination," "Is not interested in abstract ideas," and "Prefers to stick with things that I know," also scored similarly, possibly due to reverse coding or response patterns, which should be interpreted carefully. Additionally, the tendency to vote for conservative political candidates showed a similar mean, suggesting that openness in this sample does not necessarily equate to liberal political attitudes, which aligns with the complex nature of personality traits. These nuanced findings imply that while teachers are generally open and curious, their openness manifests in diverse ways, and teacher development programs should tailor strategies to leverage strengths and address any hesitations toward abstract or novel ideas.

The results indicate that secondary teachers exhibit a generally high level of openness, characterized by curiosity for new experiences, appreciation for abstract thinking, and a willingness to engage with challenging material. This aligns with findings that associate openness with lower levels of job burnout and greater resilience in the teaching profession (Liu et al., 2022). Similarly, openness has been linked to reduced emotional exhaustion and improved well-being among educators (Roloff et al., 2022). Furthermore, this personality trait is associated with more adaptive emotion regulation and positive mood patterns, which contribute to more effective teaching and classroom interactions (Berkovich & Eyal, 2019). These findings collectively underscore the importance of openness as a beneficial trait in the personal and professional development of teachers.

Table 3.4 - The Predominant Personality Styles of Secondary Teachers in Terms of Agreeableness

Indicators	Sd	Mean
1. Suspects hidden motives in others.	1.037	3.550
2. Trusts others.	0.991	3.586
3. Contradicts others.	1.078	3.586
4. Values cooperation over competition.	1.001	3.649
5. Is easy to satisfy.	1.138	3.468
6. Thinks highly of myself	1.112	3.441
7. Is concerned about others	1.177	3.477
8. Puts people under pressure	1.095	3.577
Average Mean		**3.542**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

Table 3.4 showed that the overall mean score for the agreeableness personality style among secondary teachers was 3.542, which was interpreted as high. This suggested that, in general, secondary teachers demonstrated a strong tendency toward agreeableness traits. The implication of this finding is that these teachers are likely to value cooperation, trust, and concern for others in their interactions, which can contribute positively to the school environment and collaborative efforts among staff.

The highest mean was recorded in the indicator "Values cooperation over competition" (mean = 3.649), indicating that teachers preferred harmonious working relationships rather than rivalry. Similarly, "Trusts others" and "Contradicts others" both scored 3.586, reflecting a balanced openness and assertiveness in communication. The item "Puts people under pressure" also had a relatively high mean of 3.577, suggesting that some teachers may apply assertiveness or push others to meet standards. On the lower end, "Thinks highly of myself" scored the lowest among the indicators (mean = 3.441), implying moderate self-esteem levels. Each of these aspects influences how teachers relate to colleagues and students, affecting classroom management and teamwork. The findings imply the need for personality development programs to reinforce positive agreeableness traits such as trust and cooperation while managing tendencies toward pressure and contradiction for a more supportive educational environment.

The present study highlights that secondary teachers generally demonstrate a high level of agreeableness, as seen in their tendency to value cooperation, show concern for others, and maintain trust in interpersonal relationships. This is consistent with findings that teachers with higher agreeableness are less susceptible to job burnout, suggesting that this trait contributes to emotional well-being and workplace harmony (Liu et al., 2022). Similarly, agreeableness serves as a stabilizing factor in teacher personality, supporting positive interactions and mitigating stress (Roloff et al., 2022). It also plays a key role in fostering emotional regulation and constructive mood patterns, which are essential in creating a supportive classroom climate (Berkovich & Eyal, 2019). However, the presence of behaviors such as contradicting others or applying pressure indicates that agreeableness can manifest in varied ways depending on situational or identity-based factors. This suggests a dynamic interplay between self-identity and personality traits, highlighting the need for targeted personality development programs that address individual differences in expression and context.

Table 3.5 - The Predominant Personality Styles of Secondary Teachers in Terms of Conscientiousness

Indicators	Sd	Mean
1. Completes tasks successfully.	1.148	3.387
2. Often makes last-minute plans.	1.114	3.505
3. Excels in what I do.	1.116	3.387
4. Often forgets to put things back in their proper place.	1.066	3.622
5. Postpones decisions.	1.088	3.559
6. Works hard.	1.154	3.477
7. Pays my bills on time	1.221	3.459
8. Doesn't see the consequences of things.	1.140	3.387
Average Mean		**3.473**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

Table 3.5 presented the predominant personality styles of secondary teachers in terms of conscientiousness, where the overall average mean was 3.473, which falls within the "High" category on the scale. This suggested that, generally, secondary teachers demonstrated a high level of conscientiousness in their personality styles. The implications of this finding indicate that teachers tend to be diligent, responsible, and exhibit qualities that support effective teaching performance and professional commitment.

The item "Often forgets to put things back in their proper place" received the highest mean of 3.622, indicating a relatively strong tendency among teachers in this behavior, which could imply occasional lapses in organization despite their conscientious nature. The statement "Often makes last-minute plans" followed closely with a mean of 3.505, suggesting that some teachers may rely on spontaneous planning rather than strict advance preparation. "Postpones decisions" had a mean of 3.559, reflecting a moderate inclination to delay decisions, which may affect timely classroom management or administrative tasks. On the other hand, items such as "Completes tasks successfully" and "Excels in what I do" both had means of 3.387, slightly lower but still within a high range, emphasizing teachers' confidence and effectiveness in task completion. The item "Works hard" (3.477) further reinforced the hardworking characteristic associated with

conscientiousness. Meanwhile, "Pays my bills on time" scored 3.459, which may reflect teachers' sense of responsibility beyond professional duties. Finally, "Doesn't see the consequences of things" also averaged 3.387, suggesting that some teachers might occasionally overlook potential outcomes, a point that could be addressed in personality development programs to enhance decision-making skills. Overall, these nuanced findings imply that while secondary teachers are largely conscientious, there remain specific behavioral tendencies that could be improved for better personal and professional growth.

The results of the study indicate that secondary teachers exhibit a high level of conscientiousness, characterized by behaviors such as diligence, responsibility, and the ability to complete tasks efficiently. This aligns with findings that emphasize teachers with strong conscientious traits tend to flourish professionally, demonstrating greater emotional and psychological well-being in the workplace (Fabella & Anyayahan, 2023). Similarly, conscientiousness has been identified as a mediating factor that enhances the impact of psychological capital on innovative teaching behavior (Mousavi & Ebrahimi, 2024). While both studies affirm the positive influence of conscientiousness on teachers' effectiveness, the latter goes further by associating it with adaptability and innovation in the classroom. This contrast suggests that conscientiousness is not only linked to reliability and task completion but also plays a crucial role in fostering creativity and progressive teaching practices.

Table 3.6- Summary of the Predominant Personality Styles of Secondary Teachers

Components	Mean	Interpretation
Extroversion	3.532	High
Neuroticism	3.547	High
Openness	3.559	High
Agreeableness	3.542	High
Conscientiousness	3.473	High
Average Mean	**3.530**	**High**

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

Table 3.6 presents the summary of the predominant personality styles of secondary teachers. The overall average mean of 3.530 indicated a high level of personality traits across all measured components. This suggests that the secondary teachers generally exhibited strong personality characteristics, which may positively influence their teaching performance and interpersonal relationships within the school environment. The implication of this finding points to the potential effectiveness of personality development programs that build on these already high traits to further enhance teachers' professional and personal growth.

The teachers scored high in all five personality components. Extroversion had a mean of 3.532, indicating that teachers tended to be outgoing and sociable, which is beneficial in creating engaging classroom interactions and collaborative environments. Neuroticism scored 3.547, also high, which may reflect a heightened emotional responsiveness; this trait could impact stress management and decision-making, suggesting a need for strategies that support emotional stability. Openness showed the highest mean at 3.559, revealing that teachers were receptive to new experiences and ideas, a valuable trait for adapting to innovative teaching methods. Agreeableness had a mean of 3.542, signifying cooperative and compassionate attitudes that facilitate positive relationships with students and colleagues. Lastly, conscientiousness scored 3.473, reflecting teachers' reliability and strong sense of responsibility, essential for maintaining discipline and achieving academic goals. These findings imply that targeted personality development initiatives should consider reinforcing strengths while addressing areas that could affect teachers' emotional well-being and adaptability.

The findings from Table 3.6, which indicate that secondary teachers predominantly exhibit high levels across all Big Five personality traits—namely extroversion, neuroticism, openness, agreeableness, and conscientiousness—align with current literature on personality's influence on behavior and adaptability. The

Big Five model is widely recognized for capturing broad personality dispositions, though complementary frameworks have been proposed to capture more nuanced traits (Feher & Vernon, 2020). Personality traits, particularly conscientiousness and emotional stability (inverse of neuroticism), have been shown to predict individuals' coping abilities during high-stress events, such as the COVID-19 pandemic (Agbaria & Mokh, 2022). Additionally, openness and agreeableness have been associated with more adaptive coping strategies and behavioral tendencies, such as reduced compulsive buying (Otero-López, Santiago, & Castro, 2021). In contrast to these studies, which explore the role of personality traits in specific stress-related or behavioral outcomes, the present study highlights elevated personality trait scores among teachers, suggesting an adaptive and resilient professional profile. This insight can serve as a basis for designing personality development programs tailored to educational settings.

Table 4 - Test of Significant Relationship between Self-Identity and the Personality Styles of Secondary Teachers

Test Variables	Correlation Coefficient	P value	Decision
Self-Identity and Personality Styles of Secondary Teachers	0.097	0.312	retain the H_o

Note: If $p \leq 0.05$, with a significant relationship

Table 4 presented the test of significant relationship between self-identity and the personality styles of secondary teachers. The overall correlation coefficient was 0.097 with a p-value of 0.312. Since the p-value exceeded the 0.05 threshold, the null hypothesis was retained, indicating no significant relationship between self-identity and personality styles. This finding implies that self-identity may not substantially influence or predict the personality styles of secondary teachers in the studied context.

The correlation coefficient of 0.097 suggested a very weak positive association between self-identity and personality styles. However, the lack of statistical significance (p = 0.312) means this weak association could be due to chance. The implication is that variations in how teachers perceive their self-identity do not meaningfully correspond with variations in their personality styles. This suggests that personality development programs for secondary teachers might consider other factors beyond self-identity to effectively address personality style enhancement.

The findings of the current study—indicating no significant relationship between self-identity and the personality styles of secondary teachers—offer an interesting counterpoint to existing literature. Self-identity has been described as a foundational aspect of how individuals shape their consistent personality traits over time (Drummond, 2021). This philosophical stance suggests a conceptual overlap where self-identity is deeply interwoven with one's enduring personality style. Conversely, self-awareness—an element of self-identity—has been shown to enhance conflict management and adaptability in multicultural professional settings, implying a dynamic and situational influence of identity on behavior rather than a stable personality structure (Malherbe, 2023). The present study's findings challenge both views by showing that, in the context of secondary teachers, self-identity does not statistically correlate with distinct personality styles. This suggests that other contextual or environmental factors may play a more prominent role in shaping educators' personality traits in practice.

CONCLUSIONS AND RECOMMENDATIONS
Conclusion
In conclusion, the study revealed that secondary teachers possess a high level of self-identity across all dimensions and exhibit strong traits in all five major personality styles. However, despite these high levels, statistical analysis showed no significant relationship between self-identity and personality styles, as indicated by the p-value exceeding the threshold of significance. This suggests that while both self-identity and personality traits are individually well-developed among teachers, they do not appear to influence each other in a measurable way within the context of this study. These findings highlight the complexity of psychological attributes and emphasize the need for further research to explore other potential factors influencing teacher behavior and performance.

Recommendations

Based on the findings of the study, secondary teachers may benefit from engaging in self-reflection and professional growth activities that support self-awareness and teaching effectiveness. School administrators could consider providing supportive programs such as mentoring and development workshops to enhance both personal and professional growth. Teacher training institutions might find value in incorporating modules on self-identity and emotional intelligence to better prepare future educators. Educational policymakers may look into promoting holistic teacher development by supporting wellness and identity-building initiatives. Encouraging inclusive teacher-student interactions could also help create respectful and engaging learning environments. Lastly, further research exploring factors like teaching experience, cultural background, or school climate may offer deeper insights into the connection between personality and self-identity.

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