

## **Big Five Personality Traits and its Relationship to Teachers' Performance Evaluation in the Public High Schools**

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### **Abstract**

Teacher quality is one of the main concerns of global education. Determining teaching performance and its relationship with teacher's personality has been an area that spurs myriads of interpretations based on the context to where teachers are found. Using descriptive-correlational research design, the Big Five Personality Traits and its relationship with teacher performance in the public high schools located in the National Capital Region of the Philippines were described. A total of 457 respondents with 339 female and 118 male, most of the respondents have M.A. units and have been in the service for one to five years were involved in the study. Two hundred seventy five (275) of the respondents are Teacher 1 and have performance evaluation of very satisfactory.

Findings revealed that the most evident dimension in the Big Five Personality Traits among the respondents is Agreeableness, which means that most of the respondents got a high score in this area. This is followed by Conscientiousness, Openness, and Extraversion. The respondents got the lowest mean score in Neuroticism. However, in terms of the relationship between personality traits and performance evaluation result, no variables have significant relationship with each other.

**Keywords:** Big five personality traits; agreeableness; conscientiousness; extraversion; openness neuroticism

### **Introduction**

The teacher, as a critical factor in the students' learning process has constantly carried that pivotal role in educating the students. But just like any person, teachers are human beings. What is in the heart of teachers? Why do they do what they do? If only educators know what is in their heart and mind and what prompts them to do their tasks and what makes them do their tasks better, who would not want them to be in schools? These questions redound to the quality of teaching performance. As the education system evolves, educators [...] must still show dedication and passion in the delivery of quality basic education to learners (Sarzos, Bandoy, Yanzon, Tan, & Buenvinida, 2021).

We cannot deny that everyone is concerned with quality of performance. In fact, if employers can predict the quality of performance of an employee over a period of time, that employer would definitely hire and maintain such employee. As the number of public school students increases so as the need for teachers who are not only qualified but also have the personality to carry out their role.

The study sought to find answers to the following: (1) What dimensions of the Big Five Personality Trait is evident among the respondents? (2) What is the performance evaluation of the respondents? (3) Is there any relationship between the Big Five Personality Trait dimensions and performance evaluation?

In this study, the researchers investigated personality and its relationship to teachers' performance. The researchers used the Big Five Personality Model. The importance of personality is in predicting and explaining how employees generally feel, think, and behave on their job.

### Literature Review

The study is anchored on the Big Five Personality Traits developed in the 80s by Lewis Goldberg (1990, 1993), which comprises five personality traits that includes openness, conscientiousness, extraversion, agreeableness, and neuroticism commonly known for its acronym OCEAN. It is used to describe people's personality. Research shows that the dimensions of Big Five personality underlie all other characteristics and embrace most of the important human personality variation.

Cabrera, Altavejos, and Riaz (2016) in the book "Organization and Management" defined personality as the unique combination of physical and mental characteristics that affect how individuals react to situations and interact with others, and if unhealthy or not fully functioning personalities could cause conflicts/problems among them.

However, personality to Nolen-Hoeksema, Fredrickson, Loftus, and Wagenaar (2009) has no definitive definition as there are so many personality factors and with different rigorous analytic procedure associated with it. Even psychologist Cattell arrived at 16 factors while Eysenck arrived at only 3. Despite these disparities, a consensus is emerging among many trait researchers found and five trait dimensions captured most of what personality is. This is referred to as the Big Five by Goldberg (1981). Many personality psychologists consider the discovery and validation of the Big Five to be one of the major breakthroughs of contemporary personality psychology. Proponents of the Big Five argue that these core personality traits organize the myriad of more narrowly focused personality characteristics that have been discussed by other researchers. In other words, they argue that all aspects of personality are subsumed under the Big Five which includes openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism.

In the book, "Mastering the World of Psychology", Wood, Wood, and Boyd (2014), noted about trait theories which are attempts to explain personality and differences among people in terms of personal characteristics that are stable across situations. According to them, the most important trait approach today is the Five-Factor Model, the view that personality consists of five broad dimensions.

Funder (2013) wrote implications of the Big Five. Although some researchers have suggested that the Big Five be referred to by Roman numerals I–V (John, 1990), the most common labels are neuroticism, extraversion, agreeableness, conscientiousness, and openness (or intellect); the labels vary somewhat from one investigator to the next.

One of the original ideas behind these five basic factors is that they are orthogonal, which means that getting a high or low score on any one of them is not supposed to predict whether a person will get a high or low score on any of the others. That property makes this short list of traits useful because, together, they cover a wide swath that can summarize much of what any test can measure about personality.

Big Five is useful in compiling lists of outcomes associated with personality, because they can bring a large number of otherwise divergent traits together under a few common labels. The Big Five traits could be used to predict outcomes such as career success and health as well or better than traditional predictors such as socioeconomic status and cognitive ability.

Openness to Experience/Intellect sometimes called the intellect is a trait often considered as the most controversial of the Big Five. People scoring high on openness are viewed by others as creative, imaginative, open-minded, and clever. They are more prone than most people to be politically liberal, to use drugs, and to play a musical instrument. Authors have different ways of grasping openness. This dimension is said to be controversial because among the Big Five, it has the spottiest record of replication across different samples and different cultures.

People high in openness are generally viewed as intelligent. They have artistic interests, politically liberal; admit to sometimes having an overactive imagination and “being too smart for my own good”. On the flip side, they report to more frequent substance abuse and a tendency to feel “inspired”.

Conscientiousness, on the other hand, refers to the degree to which someone is responsible, dependable, and careful. A conscientious person focuses on what can be done or accomplished and meets commitments. A person who lacks conscientiousness is unconcerned, often times trying to do so much and failing, or doing a little.

Extraversion plays a significant role in understanding the different personality traits as well. Extraversion is associated with several important life outcomes. Extraverts are more likely than introverts to live long, healthy and happy lives—grateful for all this good fortune. They are more successful in dating and relationships, and are viewed as more attractive. They are more satisfied with their jobs, more involved in their communities, and more likely to attain positions of leadership. Extraverts have few problems fitting in with other people, opening up to others, trying new things, or expressing feelings. In addition, extraverts tend to be argumentative, to need to be in control too much, and to not manage their time effectively.

Moreover, extraversion commonly also associated with being sociable and outgoing, but it encompasses much more than that, including traits such as “active,” “outspoken,” “dominant,” “forceful,” “adventurous,” and even “spunky”. Extraversion has a powerful influence on behavior and it actually takes effort for an extravert to act any other way—when forced to act like an introvert, extraverts get tired and revert, when allowed, to acting even more extraverted.

Agreeableness can be described in a number of labels over the years including conformity, friendly compliance, likeability, warmth, and even love. This trait is associated with a tendency to be cooperative, an essential behavior in the small social groups in which humans have lived during most of evolutionary history. Thus, the emergence of the agreeableness factor may reflect how important it is for people to get along and work together.

Implications of this trait are as follows: People with this trait tend to be politically liberal and egalitarian, whereas people high in the other aspect of agreeableness, politeness, are more likely to be conservative and traditional. Agreeable people say nice things more often than mean things, they smoke less (for some unknown reason), and women tend to score higher than men. But agreeableness has its limits. When agreeable people who are married or in committed relationships are approached by somebody attempting to entice them into an affair, they are more likely to tell him or her to get lost. In other words, agreeable people don't agree to everything. Agreeableness can make children less vulnerable.

People high in this trait are more likely to be involved in religious activities, have a good sense of humor, be psychologically well adjusted, and have a healthy heart. Agreeable people recover more quickly from disabling accidents or illnesses. They enjoy more peer acceptance and dating satisfaction, have a large number of social interests, and are unlikely to engage in criminal behavior. Clearly, it is important—and usually beneficial—to be easy to get along with.

Individuals who score high in neuroticism have better way of reacting to events that are stressful. It turns out that numerous questionnaires intended to assess happiness, well-being, and physical health correlate strongly (and negatively) with neuroticism (also called negative emotionality).

The higher the level of neuroticism, the more likely people are to report being unhappy, anxious, and even physically sick. Because it correlates with so many other measures of unhappiness, anxiety, and other indicators of psychological difficulty, neuroticism appears to capture a general

tendency toward psychopathology. People high on neuroticism also report often feeling stressed, taking things too seriously, being unable to handle criticism, and even feeling oppressed by life.

Uhl-Bien, Schermerhorn Jr., and Osborn (2014) wrote that a considerable body of literature links the personality dimensions of the Big Five model with behavior at work and in life overall. For example, conscientiousness is a good predictor of job performance for most occupations, and extraversion is often associated with success in management and sales. Indications are that extraverts tend to be happier than introverts in their lives overall, that conscientious people tend to be less risky, and that those more open to experience are more creative.

According to the same authors, one can easily spot the Big Five personality traits in people with whom he/she works, studies, and socializes. Personality traits apply to one self as well. Managers often use these and other personality judgments when making job assignments, building teams, and otherwise engaging in the daily social give-and-take of work. An understanding of employees' personalities and the situations in which they perform best enables a manager to help employees perform at high levels and feel good about the work they are doing. Furthermore, when employees at all levels in an organization understand how personality and the situation interact, good working relationships and organizational effectiveness are promoted.

Myers and Dewall (2014) noted that the Big Five traits can predict actual behaviour. Traits appear in a person's language patterns. For example, a person with high Agreeableness predicts positive emotion words while a person who is considered high in Neuroticism predicts negative-emotion words.

Also, Fauziah (2009) examined the relationship between teaching effectiveness and personality. In this study, the Big Five dimensions were used. Three dimensions were found to have significant relationship with teaching effectiveness which includes Extroversion, Agreeableness, and Conscientiousness while Neuroticism and Openness were found to have no significant relationship.

Several studies were done which made use of the Big Five personality traits which include that of Holmes, Kirwan, and Bova (2015) that examined the relationship of the Big Five personality traits and how they relate to the effectiveness of online teachers. The study revealed that personality traits are correlated with performance of teachers.

Since the study was about finding out the relationship of personality and performance evaluation, there was a need to note performance appraisal. George and Jones (2012) defined performance evaluation as the term which refers to evaluating performance to encourage employee motivation and performance and to provide information to be used in managerial decision making. A positive performance appraisal lets employees know that their current levels of motivation and performance are both adequate and appreciated. In turn, this knowledge makes employees feel valued and competent and motivates them to sustain their current levels of inputs and performance. Many employees consider a good performance appraisal an important outcome or reward (George and Jones, 2012).

In this study, the basis of the performance evaluation result of the teachers came from the IPCRF or the Individual Performance and Commitment Report Form which is regularly submitted annually. The basis of performance evaluation includes content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting and plus factors which includes attendance to seminars and trainings, speakership, writing books and journals, and coordinatorship.

The Big Five Personality Traits can predict employees' actual behaviour. Effective managers recognize that the various situations and personality types interact to determine feelings, though-

ts, attitudes, and behaviors at work. Since all are concern with quality and good performance, hence this study.

### Methodology

The descriptive-correlational research design was employed in this study because the research sought to find out the existing conditions related to the variables used. The respondents were the secondary public high school teachers in the 14 school divisions of the National Capital Region. The researcher visited a total of 34 schools. There were a total of 905 respondents who returned the questionnaires. However, only 457 respondents completed the required profile. The researchers had difficulty requesting for the performance evaluation results or scores since the scores are confidential in nature. Only those teachers who were willing to give their performance evaluation scores were included. There are 339 female and 118 male. For the questionnaire, the Big Five Inventory was used which was created by John, Donahue, and Kentle (1991).

For the statistical treatment of data, the simple frequency and the percentage were used for determining the dimensions of the Big Five and the performance evaluation of the respondents. The Spearman Rank Correlation Coefficient is used for computing the relationship between the dimensions of the Big Five personality traits and the performance evaluation.

### Results and Discussion

The following are the results and discussion of the important findings:

#### 1. *Most evident Big Five Model of Personality Traits among the respondents*

**Table 1. Respondents' Level of Agreement on the Big Five Personality Traits in terms of Extraversion**

Extraversion	Weighted Mean	Verbal Interpretation
Is talkative	2.99	Neither agree nor disagree
Is reserved	2.49	Disagree a little
Is full of energy	3.89	Agree a little
Generates a lot of enthusiasm	3.88	Agree a little
Tends to be quiet	2.53	Disagree a little
Has an assertive personality	3.51	Agree a little
Is sometimes shy, inhibited	2.61	Neither agree nor disagree
Is outgoing, sociable	3.52	Agree a little
Overall Weighted Mean	3.18	Neither agree nor disagree

*Note: (4.20-5.00) – "Agree Strongly", (3.40-4.19) – "Agree a little", (2.60-3.39) – "Neither agree nor disagree", (1.80-2.59) – "Disagree a little", (1.00-1.79) – "Disagree Strongly".*

Table 1 shows the overall weighted mean of 3.18 or “neither agree nor disagree”. Respondents disagreed on two areas in the extraversion—“is reserved” and “tends to be quiet”. Since most of the respondents are Teacher 1, they tend to be reserved and quiet on matters pertaining to life in school.

The respondents agreed a little on areas like “is full of energy”, “generates a lot of enthusiasm”, “has an assertive personality”, and “is outgoing, sociable”. Teachers exhibit a lot of energy



when discharging their duties. However, respondents answered that they neither agree nor disagree on areas like “is talkative” and “is sometimes shy, inhibited”.

These findings find support in the work of George and Jones (2012). Extraverts tend to be sociable, affectionate, and friendly. Extraverts are more likely to enjoy socializing with their co-workers. At work, extraverts may do particularly well in jobs requiring frequent social interaction such as and customer relations positions.

**Table 2. Respondents’ Level of Agreement on the Big Five Personality Traits in terms of Agreeableness**

Agreeableness	Weighted Mean	Verbal Interpretation
Starts quarrel with others	4.37	Agree Strongly
Has a forgiving nature	4.03	Agree a little
Is generally trusting	4.17	Agree a little
Can be cold and aloof	3.28	Neither agree nor disagree
Is considerate and kind to almost everyone	4.20	Agree a little
Is sometimes rude to others	3.75	Agree a little
Likes to cooperate with others	4.17	Agree a little
Overall Weighted Mean:	4.01	Agree a little

*Note: (4.20-5.00) – "Agree Strongly", (3.40-4.19) – "Agree a little", (2.60-3.39) – "Neither agree nor disagree", (1.80-2.59) – "Disagree a little", (1.00-1.79) – "Disagree Strongly".*

Table 2 shows how the respondents answered in terms of agreeableness. In the table, most of the respondents answered “agree a little” on almost all parameters. This is so because according to George and Jones (2012), agreeable persons are likeable in general. This find support in the study of Antonio (2012) in which teachers attitude of being sociable, emotional control, dominant, warm or easy to get along with and empathy are manifested in the study.

Agreeable people have the ability to care for others and to be affectionate. The findings that the respondents agree on sometimes being rude to others is not exactly a characteristic of agreeable person but is helpful when there is a need to assert oneself especially when dealing with students and parents.

The findings is somewhat confusing since most of the responses have a verbal interpretation of Agree a little, the Starts quarrel with others got Agree Strongly. This is so because not all agreeable persons agree to everything (Funder, 2013).

**Table 3. Respondents’ Level of Agreement on the Big Five Personality Traits in terms of Conscientiousness**

Conscientiousness	Weighted Mean	Verbal Interpretation
Does a thorough job	3.90	Agree a little
Can be somewhat careless	3.08	Neither agree nor disagree
Is a reliable worker	4.14	Agree a little
Tends to be disorganized	3.52	Agree a little

Conscientiousness	Weighted Mean	Verbal Interpretation
Tends to be lazy	3.56	Agree a little
Perseveres until the task is finished	4.05	Agree a little
Does things efficiently	4.06	Agree a little
Make plans and follows through with them	3.81	Agree a little
Is easily distracted	3.41	Agree a little
Overall Weighted Mean:	3.73	Agree a little

*Note: (4.20-5.00) – "Agree Strongly", (3.40-4.19) – "Agree a little", (2.60-3.39) – "Neither agree nor disagree", (1.80-2.59) – "Disagree a little", (1.00-1.79) – "Disagree Strongly".*

Table 3 shows how the respondents answer on the level of agreement in terms of conscientiousness which is “agree a little” or a mean of 3.73. Except for “can be somewhat careless”, all parameters were answered with “agree a little”. Most respondents agree on this area of personality trait probable because most of the respondents are Teacher 1 and that most of them are working for one to five years in the public school system.

However, the respondents agreed a little on Tends to be disorganized. This is exactly opposite because according to George and Jones (2012), less conscientious people tend to focus on a wider array of goals and, as a result, tend to be more disorganized and less thorough. The reason for this “tends to be disorganized” is that teachers in the public school system are required to teach six hours a day with two hours of work related job which can be done either in the school or in the house. Teachers in the public school system have many paper works which includes accomplishing so many forms other than taking care of advisory classes.

**Table 4. Respondents’ Level of Agreement on the Big Five Personality Traits in terms of Neuroticism**

Neuroticism	Weighted Mean	Verbal Interpretation
Is depressed, blue	2.14	Disagree a little
Is relaxed, handles stress well	2.33	Disagree a little
Can be tense	2.92	Neither agree nor disagree
Worries a lot	2.68	Neither agree nor disagree
Is emotionally stable, not easily upset	2.33	Disagree a little
Can be moody	3.09	Neither agree nor disagree
Remains calm in tense situations	2.23	Disagree a little
Gets nervous easily	2.81	Neither agree nor disagree
Overall Weighted Mean:	2.57	Disagree a little

*Note: (4.20-5.00) – "Agree Strongly", (3.40-4.19) – "Agree a little", (2.60-3.39) – "Neither agree nor disagree", (1.80-2.59) – "Disagree a little", (1.00-1.79) – "Disagree Strongly".*

Table 4 shows the responses of the teachers in terms of Neuroticism. Respondents answered that they “disagree” a little in areas like “is depressed, blue”; “is relaxed, handles stress well”; “is emotionally stable, not easily upset and “remains calm in tense situations”. The rest of the param-

ters got a response of Neither agree nor disagree. This dimension of the Big Five Personality Trait got the lowest mean which means that most of the respondents do not think that they are neurotics.

These findings find support in the work of Funder (2013) when he wrote that people who score high on this trait are more likely to be unhappy, to have problems in their family relationships, to be dissatisfied with their jobs, and even to engage in criminal behavior. Since teachers, by nature, are epitome of values. The researchers think that most respondents disagree or do not have personality with neuroticism.

**Table 5. Respondents' Level of Agreement on the Big Five Personality Traits in terms of Openness**

Openness	Weighted Mean	Verbal Interpretation
Is original, comes up with new ideas	3.88	Agree a little
Is curious about many different things	3.91	Agree a little
Is ingenious, a deep thinker	3.84	Agree a little
Has an active imagination	3.85	Agree a little
Is inventive	3.45	Agree a little
Values artistic, aesthetic experiences	4.05	Agree a little
Prefers work that is routine (REVERSED)	2.39	Disagree a little
Likes to reflect, play with ideas	3.86	Agree a little
Has few artistic interests (REVERSED)	2.54	Disagree a little
Is sophisticated in art, music, or literature	3.44	Agree a little
Overall Weighted Mean:	3.52	Agree a little
<i>Note: (4.20-5.00) – "Agree Strongly", (3.40-4.19) – "Agree a little", (2.60-3.39) – "Neither agree nor disagree", (1.80-2.59) – "Disagree a little", (1.00-1.79) – "Disagree Strongly".</i>		

Table 5 shows answers of the respondents on the area of Openness to experience. Respondents answered "prefers work that is routine" and "has few artistic interests" with disagree a little. Except for the two parameters, all areas were answered with Agree a little.

Funder (2013) thinks that in terms of openness, people scoring high on openness are viewed by others as creative, imaginative, open-minded, and clever. They are more prone than most people to be politically liberal, to use drugs, and to play a musical instrument. But in the present study, teachers use openness to imagination and to ideas in areas that value aesthetic experiences, new ideas, arts, music, and literature. Most of the respondents are Teacher 1 and teachers need to be creative in their lessons.

## 2. Performance Evaluation Result of the Respondents

**Table 6. Frequency and Percentage Distribution of the Respondents In terms of Performance Evaluation Result**

P.E.R	Frequency	Percentage (%)
Satisfactory	10	2.2
Very Satisfactory	406	88.8
Outstanding	41	9.0
Total	457	100.0



Table 6 extrapolates the frequency and percent distribution of the respondents when they are grouped according to their performance evaluation result. As shown in the table, 406 or 88.8% got a "Very Satisfactory" P.E.R, 41 or 9% are "Outstanding", and 10 or 2.2% are "Satisfactory".

### 3. Relationship between the Big Five Personality Traits dimensions and performance evaluation result

**Table 7. Spearman's Rank Correlation: Relationship between Performance Evaluation Result and Extraversion**

Extraversion	Performance Evaluation Result			
	Correlation Coefficient	p-value	Decision	Remarks
	0.007	0.890	Failed to Reject Ho	Not Significant

*Note: If p value is less than or equal to the level of significance which is 0.05, reject the null hypothesis, otherwise retain. Correlation coefficient values:  $\pm 0.76 - \pm 0.99$  - "Very Strong";  $\pm 0.51 - \pm 0.75$  - "Strong";  $\pm 0.26 - \pm 0.50$  - "Moderate";  $\pm 0.11 - \pm 0.25$  - "Weak";  $\pm 0.01 - \pm 0.10$  - "Very Weak".*

Table 7 shows that the correlation coefficient has a positive relationship at  $r = 0.007$ ,  $n = 457$ ,  $p = 0.890$  using the Spearman's Rank Correlation. This table shows that there is no significant relationship between the performance evaluation results and extraversion as a personality trait. This means that there is no direct relationship between the two variables. However, the p value is more than the level of significance which is 0.05; therefore, the decision is failed to reject the hypothesis.

Extraversion got the second to the lowest mean which means that most respondents do not see themselves with personality trait of extraverts and this personality trait is not directly related to the performance evaluation result.

This finding is different with that of Fauziah (2009) who found out in her study that there are significant relationships between Extrovert, Agreeableness and Conscientiousness with teaching effectiveness, while the Neuroticism and Openness have no significant relationship.

**Table 8. Spearman's Rank Correlation: Relationship between Performance Evaluation Result and Agreeableness**

Agreeableness	Performance Evaluation Result			
	Correlation Coefficient	p-value	Decision	Remarks
	0.010	0.824	Failed to Reject Ho	Not Significant

*Note: If p value is less than or equal to the level of significance which is 0.05, reject the null hypothesis, otherwise retain. Correlation coefficient values:  $\pm 0.76 - \pm 0.99$  - "Very Strong";  $\pm 0.51 - \pm 0.75$  - "Strong";  $\pm 0.26 - \pm 0.50$  - "Moderate";  $\pm 0.11 - \pm 0.25$  - "Weak";  $\pm 0.01 - \pm 0.10$  - "Very Weak".*

Table 8 shows the correlation coefficient of 0.010,  $n = 457$ ,  $p = 0.824$ . Although, the correlation is positive, it is not significant and that the level of significant is more than 0.05. This means that there is no direct relationship between the given variables.

Although agreeableness got the highest mean among the Big Five Personality Trait dimension, it does not have direct relationship with performance evaluation result.

**Table 9. Spearman's Rank Correlation: Relationship between Conscientiousness and Performance Evaluation Result**

Conscientiousness	Performance Evaluation Result			
	Correlation Coefficient	p-value	Decision	Remarks
	0.013	0.789	Failed to Reject Ho	Not Significant

*Note: If p value is less than or equal to the level of significance which is 0.05, reject the null hypothesis, otherwise retain. Correlation coefficient values:  $\pm 0.76$  -  $\pm 0.99$  - "Very Strong";  $\pm 0.51$  -  $\pm 0.75$  - "Strong";  $\pm 0.26$  -  $\pm 0.50$  - "Moderate";  $\pm 0.11$  -  $\pm 0.25$  - "Weak";  $\pm 0.01$  -  $\pm 0.10$  - "Very Weak".*

Table 9 shows the relationship between conscientiousness and performance evaluation result. The results show that  $r = 0.013$ ,  $n = 457$ ,  $p = 0.789$  using the Spearman's Rank Correlation.

Although there is a positive relationship, it is very weak. It shows that there is no significant relationship between conscientiousness as a personality trait and performance evaluation result. This means that there is no direct relationship between the two given variables. The p value is above the level of significance at 0.05. The decision is failed to reject the hypothesis.

**Table 10. Spearman's Rank Correlation: Relationship between Performance Evaluation Result and Neuroticism**

Neuroticism	Performance Evaluation Result			
	Correlation Coefficient	p-value	Decision	Remarks
	-0.090	0.055	Failed to Reject Ho	Not Significant

*Note: If p value is less than or equal to the level of significance which is 0.05, reject the null hypothesis, otherwise retain. Correlation coefficient values:  $\pm 0.76$  -  $\pm 0.99$  - "Very Strong";  $\pm 0.51$  -  $\pm 0.75$  - "Strong";  $\pm 0.26$  -  $\pm 0.50$  - "Moderate";  $\pm 0.11$  -  $\pm 0.25$  - "Weak";  $\pm 0.01$  -  $\pm 0.10$  - "Very Weak".*

Table 10 shows the relationship between neuroticism and performance evaluation result. The results show that  $r = -0.090$ ,  $n = 457$ ,  $p = 0.055$  using the Spearman's Rank Correlation. The table shows that there is a negative correlation between the two variables. The p value is greater than the level of significance at 0.05.

This table shows that there is no significant relationship between the performance evaluation results and neuroticism as a personality trait. This means that there is no direct relationship between performance evaluation result and neuroticism.

**Table 11. Spearman's Rank Correlation: Relationship between Openness and Performance Evaluation Result**

Openness	Performance Evaluation Result			
	Correlation Coefficient	p-value	Decision	Remarks
	-0.037	0.433	Failed to Reject Ho	Not Significant

*Note: If p value is less than or equal to the level of significance which is 0.05, reject the null hypothesis, otherwise retain. Correlation coefficient values:  $\pm 0.76$  -  $\pm 0.99$  - "Very Strong";  $\pm 0.51$  -  $\pm 0.75$  - "Strong";  $\pm 0.26$  -  $\pm 0.50$  - "Moderate";  $\pm 0.11$  -  $\pm 0.25$  - "Weak";  $\pm 0.01$  -  $\pm 0.10$  - "Very Weak".*

Table 11 shows the relationship between openness to experience and performance evaluation result. The results show that  $r = -0.037$ ,  $n = 457$ ,  $p = 0.433$  using the Spearman's Rank Correlation. The table shows that there is a negative correlation between the two variables. The  $p$  value is greater than the level of significance at 0.05.

This table shows that there is no significant relationship between the performance evaluation results and openness to experience as a personality trait. This means that there is no direct relationship between the two given variables.

This result finds support with that of Fauziah (2009) in which there is no significant relationship with openness to experience and teacher effectiveness and is different with that of Holmes, Kirwan, and Bova (2015) in which all Big Five personality traits have relationship with job performance except for adaptability.

### Conclusion

In terms of the most evident dimension in the Big Five Personality Trait, Agreeableness got the highest mean followed by Conscientiousness, Openness to Experience, Extraversion. The lowest dimension is Neuroticism. Most respondents got Very Satisfactory in their performance evaluation Score. However, in terms of the relationship between the Big Five Personality Model and performance evaluation result of teachers, the findings show that there is no significant relationship in terms of Extraversion, Agreeableness, Neuroticism, Openness, and Conscientiousness using the Spearman's Rank Correlation test.

Most of the respondents have Agreeable personality that is they get along well with others. However, it is noteworthy that most of the respondents tend to start quarrel and can be rude to others. This is because most beginning teachers have to deal with various personalities in the school like parents, students, co-teachers, and School Head.

Although the scores in the Big Five Personality Model is orthogonal, that is, a high or low score in one dimensions is not supposed to predict whether a person will get a high or low score on any of the others, Neuroticism is the lowest dimension. The results complement each other because Agreeable people are not blue and are warm and most of the time, are positive.

The result that the dimensions of the Big Five Personality Model have no relationship with the performance evaluation result of the teacher because the scores in the performance evaluation result does not reflect or measure attitudes, feelings, and behaviour. It shows the results of the output based on the performance.

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