



Education Students' Personality and Their Pedagogy in Assessing Quality Teaching

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Abstract

Original Research Article

Personality and pedagogy are two of the main factors of quality teaching. However, their combined effects are underexplored. This research investigates how openness, conscientiousness, and emotional stability among other traits and pedagogical approaches influence the quality of teaching by pre-service teachers. Although research recognizes emotional and cognitive aspects, few studies establish direct connections between certain traits and teaching outcomes. Using a mixed-method convergent parallel design, data were gathered from 229 pre-service teachers and 6 supervisors in Bulacan State University. Quantitative data were collected using validated personality inventories and Likert-scale pedagogy surveys, whereas quality teaching was measured by final demonstration grades of 4th year pre-service teachers. Regression and thematic analyses identified that openness and classroom management were the strongest predictors of high teaching performance. The results concluded that pedagogy and personality both played an equal role in effective teaching, with flexibility and control of the classroom being key qualities for success in actual classroom settings.

Keywords: Personality Traits, Pedagogy, Pre-service Teachers, Quality Teaching, Classroom Management.

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INTRODUCTION

In the ongoing pursuit of educational excellence, understanding the factors that contributed to effective teaching has become increasingly essential. Among the long-standing debates in the field was whether a teacher's personality or pedagogy played a more critical role in determining teaching effectiveness. This issue is especially relevant in teacher education, where future educators are molded not only through academic training but also through personal and interpersonal development. Historically, teacher education has emphasized instructional techniques and classroom management, yet recent trends recognize the value of emotional intelligence, empathy, and other personality traits in shaping student outcomes and classroom climate.

Existing research highlights both sides of this debate. Machado and Wang (2019) noted a preference among pre-service teachers for constructivist teaching strategies, indicating the importance of student-centered pedagogy. Other scholars, such as Arasomwan and Mashiya (2021) and Kron et al. (2022),

have explored the significance of interpersonal awareness and diagnostic skills. However, most studies tend to examine personality and pedagogy in isolation, neglecting their possible interplay. Furthermore, commonly studied traits like extraversion and introversion often overshadow equally important but underexplored traits such as agreeableness, conscientiousness, and emotional stability. There remains a noticeable gap in understanding how the combination of personality traits and pedagogical competencies shapes perceptions of teaching effectiveness, particularly from the perspective of supervising mentors.

Addressing these gaps, this study investigates the relationship between personality traits and pedagogical approaches in the context of pre-service teacher education. It seeks to answer the central question: How do the personality and pedagogy of pre-service teachers influence their quality teaching? Specifically, it examines how traits such as openness, extraversion, emotional stability, agreeableness, and conscientiousness relate to pedagogical competencies, including teaching strategies, classroom management, student engagement, and assessment

practices. It also explores how supervising mentors evaluate these aspects when assessing pre-service teachers' performance.

The primary objective of this research is to provide a comprehensive understanding of how personal and professional attributes interact to influence teaching quality. The findings aimed to support improvements in teacher education programs by promoting balanced and holistic approaches to assessment. For pre-service teachers, the research may offer valuable insights into how their individual characteristics shape their professional development. Additionally, the study may inform future research on integrating personality assessment with pedagogical training to enhance teaching outcomes.

This study focused on pre-service teachers enrolled in the College of Education at Bulacan State University during the Academic Year 2024–2025. While its insights are valuable, the research is limited to a single institution, which may affect the generalizability of results. Moreover, the study relies on self-reported data and mentor evaluations, both of which may carry inherent biases. Despite these limitations, the research aspires to contribute meaningfully to the understanding of how personality and pedagogy converge to shape teacher effectiveness in educational settings.

METHODOLOGY

The researchers employed a convergent parallel mixed-method design to investigate how Education students' personality affects their teaching quality. Creswell and Clark (2019) provides a comprehensive framework for conducting mixed-methods research including convergent parallel design. They argue that this design is particularly useful for exploring complex research questions that require both quantitative and qualitative data to gain holistic understanding. This method is useful when examining complex phenomena that involve both objective and measurable aspects. In this study, a survey questionnaire was utilized to gather and analyze data from education students and interview questionnaires for six supervisors at Bulacan State University, College of Education.

Research Design

The researchers used both quantitative and qualitative data to investigate the phenomenon and integrate the strengths of both methodologies. The quantitative and qualitative data analyzed separately using appropriate statistical and qualitative data analysis techniques. The findings from separate analyses are integrated to provide more holistic and complete understanding of the research problem. The research questions explore the relationship between personality traits, pedagogy, and quality teaching. The convergent parallel design allows for capturing both objective and subjective, nuanced perspective from supervisors on the importance of personality in teaching. Participants

The study's population consisted of fourth year education students and 6 supervisors from Bulacan State University. A total of 235 respondents participated, including 229 fourth year students from various educational programs and 6 supervisors. The fourth year students were selected using simple random

techniques, ensuring representation across different demographic factors within the education program. This method ensures a representative sample of the broader population of fourth year education students at Bulacan State University crucial for generalizing the study's findings. Supervisors were chosen to represent a range of teaching experience and expertise.

Instruments

The researcher used a validated personality inventory, adapted from the Big Five Personality Traits Model, and was utilized to measure the personality traits of fourth year education students. This specific instrument was chosen because it aligns with the study's focus on exploring the relationship between five major personality traits. A survey questionnaire was employed to assess pedagogical skills of education students. The framework encompasses the essential knowledge and skills necessary for effective teaching. The fourth year education students' final demonstration grades served as a measure of their teaching quality. Semi-structured interviews were conducted with supervisors to gather their views on the importance of personality in teaching quality. This qualitative data allows for the exploration of in-depth insights and perspectives from individuals directly involved in the assessment of fourth year education students, offering valuable information in the relationship between personality and teaching quality from a practical perspective. The instruments undergo a validation process with three validators or experts in the field; this instrument was approved by them.

Procedure

The collection of data processes began with participant recruitment. Fourth year education students were recruited using a stratified random sampling method to ensure representation across different education programs in the College of Education. Supervisors were selected by their experience and expertise. The researchers provided participants informed consent, outlining the study's purpose, procedures, and assurances of anonymity and confidentiality. Quantitative data was collected through online and in-person administration of a validated personality inventory adapted from the Big Five Personality Traits Mode, a pedagogy questionnaire based on the Technological Pedagogical Content Knowledge (TPACK) framework Abdel-Khalek (2022) and adapted the categories the Big Five Personality Traits Model used by Mıhladıız Turhan (2023)., and final teaching demonstration grades obtained from fourth year education students university portal. Qualitative data was collected through semi-structured interviews with supervisors, conducted in a comfortable and confidential setting. Interviews were recorded and transcribed verbatim to ensure accuracy. All data was meticulously processed and prepared for analysis. Quantitative data entered into statistical software for analysis. This analysis involved descriptive statistics and regression analysis while the qualitative data focused on identifying key themes and patterns. The Findings from both quantitative and qualitative analyses were integrated to develop a comprehensive understanding of the relationship

between personality, teaching skills, and teaching quality. Throughout the research process, ethical considerations were paramount, ensuring informed consent, confidentiality, and anonymity of participants.

RESULTS AND DISCUSSION

These results of the study parted in five (5) parts, each part answered the research questions, hypothesis and assumption of the study.

I. Personality of Pre-Service Teachers

Comprised the case study for the descriptive data where primary education's pre-service teachers had their personality traits measured on the five dimensions of openness, extraversion, emotional stability, agreeableness, and conscientiousness with the primary objectives of providing more insight into how such traits are showing in attitudes and teaching practices of teachers in the making.

Table 11: Overall Descriptive data of Personality Traits

Indicators	Mean	SD	Descriptive Interpretation
1. Openness	3.76	0.32	Strongly Agree
2. Extraversion	3.58	0.39	Strongly Agree
3. Emotional Stability	3.41	0.45	Agree
4. Agreeableness	3.7	0.38	Strongly Agree
5. Conscientiousness	3.64	0.38	Strongly Agree
Overall	3.61	0.5	Strongly Agree

This answered the research question “*How do the personality of pre-service teachers be described?*”. Based on the results, table 11 showed that openness was the most demonstrated personality trait among pre-service teachers that has an average mean score of 3.76 and the difference of 0.5 ($M= 3.76, SD= 0.5$) that falls under “Strongly Agree” descriptive interpretation. This means that most of the pre-service teachers could adjust and adapt changes in the environment. Furthermore, the responses of pre-service teachers regarding openness were the same. However, the least average was in emotional stability. This means that, on average, the numbers of pre-service teachers lacked ability to manage their emotions and stress in the classroom setting.

This finding has the same results as the study of Gatzka (2021), who found out that being open to new

experiences plays an important role in how well individuals adapt and succeed, especially in ever-changing learning environments. Likewise, Kim et al. (2019) discovered that teachers who are open-minded tend to be more effective in the classroom because they’re more willing to explore different teaching approaches and adjust to their students’ needs.

II. Pedagogy perceived by pre-service teachers

This section contained the pedagogy of a pre-service teacher of Bulacan State University focusing on pedagogical strategies, classroom management, student engagement and assessment. The gathered data illustrates how the competencies are demonstrated, offering insight into them prepared for effective classroom instruction.

Table 10: Descriptive data Summary Distribution of the Personality Traits

Indicators	Mean	SD	Descriptive Interpretation
1. Openness	3.76	0.32	Strongly Agree
2. Extraversion	3.58	0.39	Strongly Agree
3. Emotional Stability	3.41	0.45	Agree
4. Agreeableness	3.7	0.38	Strongly Agree
5. Conscientiousness	3.64	0.38	Strongly Agree
Overall	3.61	0.5	Strongly Agree

This answered the research question “*How do the pedagogy of pre-service teachers be described?*” Based on the findings, table 16 showed that when it comes to pedagogy of pre-service teachers, classroom management was the most effective teaching strategy or practices perceived by them, with an average of 3.65 and a standard deviation of 0.39 (M= 3.65, SD= 0.39) that falls under “Strongly Agree” descriptive interpretation. This means that most of the pre-service teachers can apply classroom management effectively. This finding lines up with what Marzano et al. (2023) pointed out that solid classroom management was at the heart of good teaching, playing a big role in shaping how students behave, stay engaged, and learn. In the same way, Huang (2024) noted

that when teachers know how to create a positive and well-managed classroom environment, it can really boost students’ motivation and help them do better academically.

III. Quality Teaching of Pre-Service Teachers

The quality teaching of pre-service students was examined by using statistical analysis specifically, descriptive analysis, wherein the final teaching demonstration grade of pre-service teachers used to get the result. The frequency and percentage distribution are calculated as well as the mean and standard deviation.

Table 17: Distribution of Final Teaching Demonstration of 4th year pre-service teachers

Grade	Frequency	Percentage
1	93	40.61%
1.25	122	53.28%
1.5	14	6.11%
above 1.75	0	0.00%
Total	229	100%

This answered the research question “*How may the quality teaching of pre-service teachers be described?*”. Based on the results, table 17 revealed that the numbers of pre-service teachers who got 1.25 that is ranging from 94-96 in equivalent and have a percentage of 53.28% are 122 which is most of the pre-service respondents. Followed by a grade of flat 1 that is ranging from 97-100 and has a 40.61% are 93. The frequency total of 14 and a percentage of 6.11% is the least. And there were no pre-service teachers who got a grade lower than 1.75. It means, most of the pre-service teachers got a grade of 1.25 that falls under the description of outstanding.

throughout their training.

IV. Influence of Personality and Pedagogy to Quality Teaching

This table presented the result of statistical analysis and decision regarding the hypothesis of the study. This part also highlighted which of these two independent variables of the study affected the quality ratings of pre-service teachers.

This answered the research question “*Is there a significant influence of the pedagogy and personality of pre-service teachers to their teaching quality?*”. Based on the results, table 18 revealed that the multiple linear regression indicated that there was a very weak collective significant effect between the Personality and Pedagogy to Quality Teaching, (F(1, 227) = 4.7, p = .031, R² = 0.02, R²adj = 0.02). Therefore, the study hypothesis (H₀) was rejected based on the result. It indicates that personality and pedagogy influenced the quality teaching of the pre-service teachers in Bulacan State University.

This result mirrors what Kim et al. (2019) found certain personality traits like being outgoing or responsible do play a role in how effective a teacher is, but their impact isn’t as strong as more visible teaching practices. In the same way, Budzińska and Majchrzak (2021) pointed out that while both teaching

Which means, most of the pre-service teachers got a grade ranging from 1-1.25 that falls under the descriptive interpretation of “Outstanding” and most of the pre-service teachers got the same grade. Therefore, an overall interpretation means that most of the pre-service teachers have an excellence performance in their final teaching demonstration.

This finding reflects what Olvido (2024) also discovered that pre-service teachers who go through intensive practicum experiences tend to show strong performance in their teaching demonstrations, which often translates to real classroom readiness. Likewise, Agustin et al. (2022) noted that many pre-service teachers do exceptionally well during their final teaching demos thanks to consistent mentoring, hands-on lesson planning, and regular feedback that help them grow

knowledge and personality matter, their influence often depends on other factors too, like the classroom setting or how students respond. It's not just about who the teacher is or what they know, but how all of these pieces work together in real teaching situations.

V. Thematic Analysis: Personality as perceived by supervisors

This thematic analysis explores how supervisors perceived the personalities of pre-service teachers at Bulacan State University. It investigates recurring patterns and themes within the supervisor's perception.

Table 17. Regression Analysis Between Personality and Pedagogy to Quality Teaching

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig- value	Decision	Interpretation
	B	Std. Error					
Personality	0.071	0.033	0.139	2.119	0.04	Reject Ho	Personality is Influencing the Quality Teaching
Pedagogy	0.057	0.026	0.142	2.169	0.03	Reject Ho	Pedagogy is influencing the Quality teaching

Dependent Variable: Quality Teaching

Table 18. Supervisors Response to Interview Question 1

Participants	Categories	Themes
SV1, SV5	Effectiveness Drives Teaching Success	Theme 1: Teacher Qualities Influence Classroom Success
SV3, SV4	Character and Attitude Toward Teaching	Theme 2: Influence of Teacher Personality on Classroom Dynamics and Effectiveness
SV2, SV6	Teacher's Overall Character Traits	Theme 3: Character Over Competence In Education

This answered the research question "How do supervisors perceive the role of personality in assessing the quality of teaching?". The thematic analysis was used. Based on the results, table 19 showed that the responses from SV3 and SV4, corroborated by empirical research, emphasize that teacher personality traits remarkably influence classroom dynamics and effectiveness. By fostering positive interactions and creating an engaging learning environment, teachers with favorable personality traits can enhance student participation and learning outcomes. Sarkar and Dutta (2024) reviewed various studies on teacher effectiveness and the Big Five

personality traits. Their findings showed that traits like extraversion, conscientiousness, and openness to experience consistently improved teaching effectiveness, which, in turn, helped create a better classroom climate and boosted student engagement. Similarly, Salunkhe (2024) highlighted that traits such as openness, conscientiousness, extraversion, agreeableness, and emotional stability play a key role in shaping teacher-student interactions, classroom management, and student motivation, ultimately fostering a more positive and engaging learning environment.

Table 19. Supervisors Response to Interview Question 2

Participants	Categories	Themes
SV1, SV2, SV4, SV5	Emotional Stability, Emotional Control, Emotional Preparedness	Theme 1: Interplay of Emotional Stability and Agreeableness in Shaping the Classroom Environment
SV3, SV6	Willingness, Sensitivity to Needs	Theme 2: Impact of Teacher Willingness on Student Outcomes
SV5	Emotional Preparedness	Theme 3: Strategies for Enhancing Teacher Emotional Stability

Table 20 showed that the data suggested that emotional intelligence, particularly emotional stability, agreeableness, and willingness to engage, plays a crucial role in determining teacher effectiveness. This aligned with the results of the study of Maamari and Salloum (2023) found that teachers with high emotional intelligence (EI), especially those with emotional stability and agreeableness, were more effective in their teaching. They also noted that personality

traits played an important role in this relationship, indicating that EI alone was not enough without supportive personality qualities. Similarly, Trad et al. (2022) highlighted that key elements of EI, like emotional stability and social skills, had a positive impact on teachers' performance. Teachers with stronger EI were better at managing classroom dynamics and building positive relationships with their students.

Table 20. Supervisors Response to Interview Question 3

Participants	Categories	Themes
Sv1, Sv2, Sv4,	Observed Classroom Interactions	Theme 1: Assessing Teacher personality through Teacher-Student Interactions
S v3, Sv5, Sv6	Personality Based Performance	Theme 2: Importance of Personality in Teacher Evaluation

Table 21 revealed the views of SV3, SV5, and SV6, based on empirical evidence, reflecting that teacher personality also played a great role in judging teaching effectiveness. Positive qualities like emotional stability, enthusiasm, and approachability played a crucial role in favorably influencing student opinions and judgments, which signifies that personality needs to be considered while evaluating teachers. This result was related to Gomez and Majestad (2022) study, they found that teachers who are agreeable and outgoing tend to perform better, highlighting how being emotionally stable and approachable can make a real difference in the classroom.

Similarly, Balinjare et al. (2023) showed that qualities like enthusiasm, compassion, and flexibility play a key role in helping students succeed. Teachers who bring these traits into their teaching are more likely to create positive, supportive learning environments.

The study was limited to a single institution only that may affect the generality of the study, the study suggested that future researchers are encouraged to conduct similar studies in the scope of other state universities and colleges from the different regions to see the general findings and identify if there are possible regional differences in terms of teaching

effectiveness of pre-service teachers. It also suggested implementing an intervention program that focuses on the development of pre-service teachers teaching performance.

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