

Teachers' Self-Awareness, Work Engagement, and Performance: Basis for Personality Enhancement Program

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Abstract. This study aimed to determine teachers' self-awareness level and its influence on their work engagement and performance. A lack of knowledge regarding the effects of self-awareness on these areas highlighted a knowledge gap, which this research sought to address. The study employed a descriptive-correlational research design using the standardized Myers-Briggs Company Self-Awareness Questionnaire. The instrument demonstrated internal consistency reliability scores of 0.870 (reflection), 0.759 (insight), 0.689 (mindfulness), and 0.690 (rumination). The study was conducted in Dauin, Negros Oriental, with a sample of 168 teachers. The statistical tools used included the mean, percentage, multiple linear regression, partial r , and the Kruskal-Wallis H-test. Ethical protocols set by the Foundation University Ethics Committee were strictly followed. Key findings revealed that teachers' self-awareness levels were rated as "Moderate" in insight, reflection, and mindfulness, but "High" in rumination. Their level of work engagement was classified as "Very High," with a weighted mean of 4.21. Based on the Individual Performance Commitment and Review Form (IPCRF), teacher performance was rated "Very Satisfactory," with a mean score of 4.181. A significant relationship was found between self-awareness and work engagement, as indicated by a p -value of 0.002. Moreover, insight, reflection, and rumination emerged as key predictors of performance. These findings suggest that many teachers may lack awareness of their strengths and weaknesses and the impact their behavior may have on others.

Keywords: Teacher's performance; Teacher's self-awareness; Teacher's work engagement.

1.0 Introduction

Self-awareness has become a prominent concept in management and leadership discourse. Eurich (2019) refers to it as the latest management "buzzword," emphasizing its growing importance in professional development. Self-awareness is defined as the ability to perceive oneself accurately and to understand how one is perceived by others (Banish, 2021). Global research has identified self-awareness as a key characteristic of effective global leaders. Schell (2019) found that experience, cultural sensitivity, or advanced academic qualifications alone do not significantly influence leadership effectiveness. Instead, self-awareness emerged as the crucial factor for global leadership success. Similarly, Carden et al. (2021) recognized self-awareness as essential for enhancing management skills and a critical component of leadership and career success. Despite its significance, research indicates that only 10-15% of individuals are self-aware (Perry, 2022).

A recent local study by Balla et al. (2024) identified self-awareness as one of the most underestimated yet powerful traits an individual can develop. It plays a vital role in supporting mental health and fostering personal growth. Research has also indicated that teachers are more susceptible to mental health challenges

compared to those in other professions. According to Balla et al., many teachers today are prone to anxiety and depression, particularly when facing personal or professional difficulties. Often, they struggle to recognize their strengths and weaknesses and fail to identify when overwhelmed or emotionally burdened.

Ramirez (2019) noted insufficient empirical research on self-awareness during the literature review. Much existing literature remains theoretical, offering conceptual insights without empirical grounding. For example, Rasheed et al. (2019) explored self-awareness within nursing practice but focused primarily on relational and contextual aspects. Similarly, Atmojo et al. (2020) investigated self-awareness in the context of science education, but not in a broader or more personal sense. Notably, there is a lack of research addressing self-awareness through the lens of its four key components: insight, reflection, rumination, and mindfulness. This gap in the literature highlights the need for the present study.

2.0 Methodology

2.1 Research Design

This study used a descriptive-correlational research design. It is descriptive because it aims to assess the extent of teachers' self-awareness and work engagement. It is correlational because the collected data would be analyzed to determine the relationships between variables, though this does not imply causation.

2.2 Research Environment

The study was conducted in the District of Dauin, located in the Division of Negros Oriental. Dauin is 15 kilometers south of Dumaguete City, with a total land area of 144.10 square kilometers. According to the 2020 census, the population is 30,018, representing 2.09% of Negros Oriental's total population. The population density is 263 inhabitants per square kilometer. The district comprises 13 elementary schools and 7 secondary schools, each led by a principal, head teacher, or teacher-in-charge. The study focused on randomly selected teachers from these schools. Twelve schools are in the lowlands, and the remaining are in the hinterlands, except for Apo, which is situated on an islet. The town has a mix of low mountain ranges and coastal areas.

2.3 Research Respondents

The study's respondents are teachers in the Dauin District, Division of Negros Oriental. A systematic sampling method was used to select respondents, ensuring proportional representation from the district's various schools. A sample size of 170 was chosen to ensure the reliability of the statistical analysis.

2.4 Research Instrument

The study used a questionnaire as its data-gathering tool. The questionnaire has four (4) parts. Part I is the Disclosure Statement. Part II covers the profile of the respondents. Part III is on teachers' self-awareness. The self-awareness questionnaire is a standardized one adopted from the Myers-Briggs Company Self-Awareness Questionnaire. Part IV deals with teachers' work engagement. A standardized questionnaire was adopted from the Utrecht Work Engagement Scale (UWES). The four (4) facets of the Self-Awareness Questionnaire showed acceptable internal consistency reliability of 0.870 (Reflection), 0.759 (Insight), 0.689 (Mindfulness), and 0.690 (Rumination). For Teachers' Work Engagement, the result of the dry-run revealed a coefficient stability of 0.93 (vigor), 0.95 (commitment), and 0.94 (absorption). For teachers' performance, the researcher used the Individual Performance Commitment and Review Form (IPCRF), which was reflected in the questionnaire.

2.5 Data Gathering Procedure

After the design hearing, the researcher incorporated all corrections and suggestions made by the panel members into the study. The researcher then sent a letter of request to the Schools Division Superintendent of the Division of Negros Oriental, with the endorsement of the Dean of the Graduate School of Foundation University. Permission was also sought from the Public Schools District Supervisor of Dauin and the school heads involved in the study.

2.6 Ethical Consideration

The researcher took extra care to follow all necessary protocols outlined by the Ethics Committee of Foundation University to ensure that the research was significant, well-grounded, and ethically sound. Participants in the study were required to sign and complete a consent form, confirming their full understanding of the risks and benefits associated with the research. Throughout the study, the researcher adhered to ethical guidelines in

handling the data provided by the respondents, ensuring that confidentiality was maintained at all times. Efforts were made to minimize any potential risks to participants.

3.0 Results and Discussion

3.1 Teachers' Level of Self-Awareness

Insight

Table 1 shows that a significant percentage, 49.41%, of respondents fall into the “Moderate” level of self-awareness regarding insight. Specifically, 83 teachers (49.41%) are in this category, 18 (10.71%) fall under the “High” level, and 16 (9.52%) are at the “Very High” level. On the other end, 30 teachers (17.86%) are in the “Low” level, and 21 (12.50%) fall under the “Very Low” category. According to the Myers-Briggs Company Self-Awareness questionnaire (n.d.), individuals with moderate insight tend to experience uncertainty about their feelings and may be surprised by their behaviors. They may have a limited perspective on how others perceive them or how their actions impact others. The findings support Dalton’s (2023) assertion that many individuals struggle with poor insight due to an overload of data and a failure to convert information into actionable intelligence. Denworth (2019) suggests that individuals with clear self-knowledge tend to have better relationships, job performance, and overall success. Filip (2022) also emphasizes that insight leads to greater self-awareness and vigilance.

Table 1. Teachers' Level of Self-Awareness in terms of Insight (n=168)

Scores	Level of Self-Awareness	f	%
5-21	Very Low (VL)	21	12.50
22-23	Low (L)	30	17.86
24-26	Moderate (M)	83	49.41
27-28	High (H)	18	10.71
29-30	Very High (VH)	16	9.52

Individuals with moderate insight generally recognize their strengths and weaknesses but may not fully understand how these aspects influence their interactions with others or the consequences of their actions (Hilliard, 2019). Kimoski and Hu (2021) suggest that improving self-knowledge and insight can significantly enhance a person’s interpersonal relationships and job success.

Reflection

Table 2 reveals that most teachers, comprising 81 (48.21%), exhibit a “High” level of self-awareness regarding reflection. Following this, 44 teachers (26.19%) were assessed at the “Moderate” level, and 22 (13.10%) displayed a “Very High” level of reflection. However, it is concerning that 21 teachers (12.50%) were found to have a “Low” to “Very Low” level of self-awareness in this area. Overall, teachers’ level of self-awareness regarding reflection is categorized as “Moderate,” with a mean score of 34.95, which serves as the central value for the data, and a standard deviation of 4.417, indicating moderate variability in the scores. This means that, on average, individual scores deviate by approximately 4.42 units from the mean, suggesting that while many respondents scored near the mean, some scores were significantly higher or lower. According to the Myers-Briggs Company Self-Awareness Questionnaire (n.d.), individuals with a “Moderate” level of self-awareness in reflection tend to be uncertain about themselves. They may not value self-reflection or perceive others as spending too much time on it. However, they sometimes reflect, recognizing its importance and feeling that others should do the same.

Table 2. Teachers' Level of Self-Awareness in terms of Reflection (n=168)

Scores	Level of Self-Awareness	f	%
9-27	Very Low (VL)	14	8.33
28-30	Low (L)	7	4.17
31-34	Moderate (M)	44	26.19
35-38	High (H)	81	48.21
39-45	Very High (VH)	22	13.10

Rumination

The results in Table 3 show the teachers’ level of self-awareness regarding rumination. Out of 168 teacher-respondents, 79 (47.02%), the majority exhibited a “High” level of rumination. A smaller percentage, 76 (45.24%),

were categorized at the “Moderate” level, and 11 (6.55%) were assessed to have a “Very High” level. Only two teachers (1.19%) were found to have a “Low” level of rumination. In summary, teachers’ self-awareness in terms of rumination is classified as “High,” with a mean score of 13.15 and a standard deviation of 2.133. The mean score of 13.15 represents the teachers’ average self-awareness regarding rumination, while the standard deviation of 2.133 indicates moderate variability in the scores. On average, respondents’ scores deviate by approximately 2.13 units from the mean, suggesting that while many scores are close to the mean, some scores are significantly higher or lower. According to the Myers-Briggs Company Self-Awareness Questionnaire (n.d.), individuals with high rumination tend to dwell on past mistakes and negative experiences, finding it difficult to dismiss unpleasant thoughts. Harrington and Loffredo (2019) noted that rumination is associated with neuroticism, one of the five major personality traits. It involves repetitively analyzing the causes, consequences, and implications of distressing events. McShane and von Glinow (2019) explain that neurotic individuals tend to be anxious, sad, and worry excessively, often having low self-esteem. However, individuals who have high self-awareness are emotionally stable, confident, secure, and resilient. Emotionally stable people are calm, enthusiastic, and better equipped to cope with stress.

Table 3. Teachers’ Level of Self-Awareness in terms of Rumination (n=168)

Scores	Level of Self-Awareness	f	%
4-6	Very Low (VL)	0	0
7-9	Low (L)	2	1.19
10-12	Moderate (M)	76	45.24
13-16	High (H)	79	47.02
17-20	Very High (VH)	11	6.55

Mindfulness

Table 4 presents teachers’ levels of self-awareness regarding mindfulness. Among the 168 teacher-respondents, the majority, 81 teachers (48.21%), were categorized at the “Moderate” level of mindfulness. Following this, 48 teachers (28.57%) exhibited a “High” level, while 32 (19.05%) demonstrated a “Very High” level of mindfulness. On the lower end, seven teachers (4.17%) were placed in the “Low” or “Very Low” categories. Overall, the teachers’ level of self-awareness in terms of mindfulness is considered “Moderate,” with a mean score of 20.16 and a standard deviation of 2.258. The mean score of 20.16 indicates that, on average, teachers scored slightly above 20. The standard deviation of 2.258 reflects the spread or variability of the scores, suggesting that most individual scores are moderately close to the mean. According to the Myers-Briggs Company Self-Awareness Questionnaire (n.d.), individuals with a moderate level of mindfulness tend to be uncertain about their awareness. However, they generally live in the present, stay focused on their actions, and allocate time to each activity. Cherry (2019) observed that conscientious and mindful individuals often spend time preparing for tasks, completing important tasks promptly, paying attention to details, and enjoying a structured routine. A study by Hanley and Garland (2019) found that mindfulness strongly correlates with conscientiousness. Their research concluded that higher levels of mindfulness are associated with higher conscientiousness. This aligns with de Castro’s (2019) statement that mindful individuals tend to be self-disciplined, positive, and emotionally stable.

Table 4. Teachers’ Level of Self-Awareness in terms of Mindfulness (n=168)

Scores	Level of Self-Awareness	f	%
6-12	Very Low (VL)	1	0.60
13-16	Low (L)	6	3.57
17-20	Moderate (M)	81	48.21
21-23	High (H)	48	28.57
24-25	Very High (VH)	32	19.05

3.2 Teachers’ Extent of Work Engagement

Vigor

Table 5 shows teachers’ extent of work engagement in terms of vigor. Data show a “High” extent of work engagement in terms of vigor, as evidenced in the average $w\bar{x}$ of 4.04. Teachers demonstrated a high level of vigor in their job, as manifested in the high $w\bar{x}$ ranging from 3.93 to 4.15. It is noteworthy that despite some difficulties and challenges at work, teachers persevere.

Table 5. Teachers' Extent of Work Engagement in terms of Vigor (n=168)

	Indicators	Mean	Interpretation
1	At my work, I always persevere even when things do not go well.	4.15	High
2	When I get up in the morning, I feel like going to work.	4.10	High
3	At my job, I feel strong and vigorous.	4.08	High
4	At my work, I feel I am bursting with energy.	4.06	High
5	I can continue working for a very long period at a time.	3.95	High
6	At my job, I am very resilient mentally.	3.93	High
	Aggregate Mean	4.04	High

This result affirmed Quitay's (2019) finding that teachers have the physical abilities or good physique to perform their job, evidenced in their very high vigor assessment. She further revealed that the teachers have a relatively consistent and automatic physiological response to stressful situations. Their persevering attitude has helped them cope with environmental demands. However, teachers' physical abilities should not be taken for granted. Though healthy, as they claimed, they are not exempt from stress. Suyo (2021) said in her study that people have limited resistance capacity, and if the source of stress persists, the individual will eventually suffer physical exhaustion.

Commitment and Dedication

Table 6 presents teachers' extent of work engagement in terms of commitment/dedication. The result revealed a "Very High" commitment/dedication among teachers, as indicated in the high average $w\bar{x}$ of 4.47. Teachers claimed that they are always proud of their work. They feel their work is full of meaning and purpose, challenging, and enthusiastic, as manifested in the $w\bar{x}$ ranging from 4.45 to 4.50. The result aligns with the findings of Quitay (2019) and Suyo (2021), which disclosed that teachers' commitment and dedication to work are "Very High." Indeed, teachers are committed and dedicated to their jobs. This result concurs with McShane and von Glinow's (2019) statement that highly committed employees have higher work motivation, organizational citizenship, and job performance. The study of Ege (2020), however, contradicts the current finding. He disclosed that teachers' level of commitment is "below average." He cited that many experienced teachers tend to appear less committed because of frustration or a desire to leave teaching.

Table 6. Teachers' Extent of Work Engagement in terms of Commitment and Dedication (n=168)

	Indicators	Mean	Interpretation
1	I am proud of the work I do.	4.50	Very High
1	I find the work that I do full of meaning and purpose.	4.48	Very High
2	To me, my job is challenging.	4.46	
3	I am enthusiastic about my job.	4.45	Very High
4	I am proud of the work I do.	4.50	Very High
	Aggregate Mean	4.47	Very High

With the same finding, Razak et al. (2019) suggested that the system should constantly focus on the factors influencing the level of affective commitment of the teachers in school and the vast education system and must necessarily be the focus of significant research leading to the introduction of reforms and changes within the classroom and most importantly the leadership of the school.

Absorption

Table 7 presents data on teachers' work engagement in terms of absorption. The results indicate that teachers exhibit a "High" level of work engagement in absorption, with an average score ($w\bar{x}$) of 4.11. Despite this high rating, teachers reported difficulty detaching from their jobs, reflected in a higher average score of 4.22. They also indicated that their work inspires them, with an average score of 4.21, which supports the findings of Quitay (2019). This result aligns with Herzberg's theory (as cited in McShane & von Glinow, 2019), suggesting that the job is a motivational source. Employees who find meaning in their work tend to experience higher internal work motivation. Similarly, Brown (n.d.) emphasizes that when individuals enjoy their work, regardless of its challenges, they do not perceive it as work. Suyo (2021) also supports this, stating that engaged workers are fully immersed in their tasks and are more likely to go the extra mile without focusing on the time invested.

Table 6. Teachers' Extent of Work Engagement in terms of Absorption (n=168)

	Indicators	Mean	Interpretation
1.	It is difficult to detach myself from my job.	4.22	High
2.	My job inspires me.	4.21	High
3.	I feel happy when I am working intensely.	4.11	High
4.	Time flies when I am working.	4.10	High
5.	When I am working, I forget everything else around me.	4.06	High
6.	I get carried away when I am working.	4.05	High
7.	I am immersed in my job.	4.05	High
Aggregate Mean		4.11	High

3.3 Teachers' Performance Based on the IPCRF

Reflected in Table 8 is teachers' performance based on the Individual Performance Commitment and Review Form (IPCRF). From the data presented, it is worth noting that of the 168 teacher-respondents, a significant majority, comprising 148, or 88.10%, got a "Very Satisfactory" performance, and 17, or 10.12%, obtained an "Outstanding" rating. However, it is sad to note that 3 or 1.79 % fall on the "Satisfactory" level, indicating that they fall short of what is expected. On average, teachers' performance is revealed to be "Very Satisfactory," as indicated in the average rating of 4.181. This result suggests that teachers' performance exceeded expectations as all goals, objectives, and targets set by them were achieved above the established standards (DepEd Order No. 2, S. 2015)

Table 8. Teachers' Performance based on the IPCRF (n=168)

Performance Level	Scale	f	%
Outstanding	4.500 - 5.000	17	10.12
Very Satisfactory	3.500 - 4.499	148	88.09
Satisfactory	2.500 - 3.499	3	1.79
Unsatisfactory	1.500 - 2.499	-	-
Poor	Below 1.499	-	-

Based on DepEd Order No. 2, 5.2015

It is worthwhile to note that teachers consistently perform "Very Satisfactory," as likewise revealed in the study of Quitay (2019) and Sarte (2021). In addition, Rabina (2021) disclosed that teachers are on the applying level in terms of their classroom observation performance, which indicates that teachers demonstrate a range of associated pedagogical aspects of the Classroom Observation Tool - Results-based Performance Management System (COT-RPMS) indicators that usually align with the learners' development needs (DepEd Order No. 2, s. 2015). This result affirmed McShane and von Glinow's (2019) statement that highly engaged employees have higher work motivation, organizational citizenship, and job performance. In the same stance, the study of Quitay (2019) supports that teachers' work engagement in terms of vigor, commitment/dedication, and absorption is a determinant of teachers' job performance.

3.4 Relationship between Teachers' Level of Self-Awareness and their Work Engagement

Table 9 shows a test of the relationship between teachers' level of self-awareness and their work engagement. Using Multiple Linear Regression analysis, the result revealed a significant relationship between teachers' level of self-awareness and their extent of work engagement as signified by the p-value of 0.002, the value of which is less than its significance level (0.05). Moreover, the value of R² (0.05415) is sufficient to partially predict the outcome. Hence, the null hypothesis formulated in the earlier part of the study, which states that no significant relationship exists between teachers' level of self-awareness and their work engagement, is rejected. This means that teachers' self-awareness can influence their level of work engagement.

Table 9. Relationship between Teachers' Level of Self-Awareness and Work Engagement (n=168)

Predictor	Estimate	SE	t	p
Intercept	3.05	0.37	8.22	<.001
Insight	0.04	0.01	3.08	.002
Reflection	1.20	0.31	3.86	.001
Rumination	0.25	0.37	0.67	.502
Mindfulness	0.68	0.35	0.23	.816

Note: R = 0.2327, R² = 0.05415, Adjusted R² = 0.04845, F = 9.503, p-value = 0.002 (significant)

This result is based on Baquero's (2023) findings, which disclosed a robust correlation between the effects of self-awareness and workplace well-being on work engagement. He concluded that the more self-aware an individual is, the more engaged he is in his work. The result likewise concurs with the statement of Pederson (2023) that self-aware individuals understand that their behavior, decision-making, and communication influence other people in the workplace. They believe they are liable for their actions and are open to accepting feedback from their colleagues. Self-aware individuals manifest behavior that aligns with the values and expectations of the organization. They exhibit a positive attitude, integrity, and professionalism, all characteristics of people engaged in their work. As the table shows, insight and reflection were the most robust positive predictors of work engagement. This result is also in consonance with the findings of Harrington and Loffredo (2019), which disclosed that insight and reflection are the most dispositional self-focus predictor variables of subjective and psychological well-being and that conscious awareness of one's thoughts, feelings, and motivation is essential to overall well-being.

3.5 Relationship between Teachers' Level of Self-Awareness and Their Performance

Table 10 presents a test of the significant relationship between teachers' level of self-awareness and their performance. Partial correlation (r) was used, as it involves the correlation of more than two variables. Teachers' performance was compared with the four phases of self-awareness: insight, reflection, rumination, and mindfulness. This method helped determine the controlling variables for performance.

Table 10. Relationship between Teacher's Level of Self-Awareness and their Performance (n=168)

		Insight	Reflection	Rumination	Mindfulness
Insight Pearson r		-			
	P-value	-			
Reflection Pearson r		0.5534***			
	P-value	<.001			
Rumination Pearson r		0.2285***	0.2547***		
	P-value	0.003	<.001		
Mindfulness Pearson r		- 0.0835	0.0157	-0.0657	-
	P-value	0.283	0.841	0.399	-

Controlling for Performance; Legend: ***Significant

The test results revealed that insight and reflection, with the mediating effect of rumination, are the controlling variables for performance. Specifically, insight showed a substantial relationship with a correlation value (r) of 0.5534 and a p-value of 0.001, indicating its significance. Reflection showed a weak yet significant relationship, with a correlation value (r) of 0.2547 and a p-value of 0.001. Rumination ($r = 0.2285$) was found to have an intervening effect on insight and reflection, with a p-value of 0.003, all of which are less than the significance level of 0.05. As a result, the null hypothesis, which stated that no relationship exists between teachers' self-awareness and their performance, is rejected. This suggests that teachers' levels of self-awareness in insight and reflection, with the mediating effect of rumination, are key factors influencing their performance. However, mindfulness was not significantly related to teachers' performance. This result aligns with Harrington and Loffredo's (2019) finding that insight and reflection are the strongest positive predictors of work performance. These factors also serve as key predictors of subjective and psychological well-being. Moreover, Denworth (2019) emphasizes the importance of self-insight, stating that individuals with apparent self-awareness and understanding of their abilities are likelier to perform well in their jobs.

3.6 Difference in Teachers' Work Engagement Grouped According to Profile

Table 11 tests significant differences in teachers' work engagement when grouped according to their profile. The results revealed that sex accounts for teacher work engagement differences, with a p-value of 0.050, equal to the significance level (0.05). Therefore, the null hypothesis, which suggested no significant difference in teachers' work engagement based on sex, is rejected.

The data show that female teachers have higher work engagement than male teachers, with average scores (wx) of 4.37 for females and 4.05 for males. This finding is consistent with Money Matters/ All Management Articles (2020), which states that employers often perceive female employees as more sincere and dedicated, leading many organizations to prefer female employees. In summary, teachers' sex significantly influences their work engagement, with female teachers exhibiting higher engagement. However, age, civil status, and educational qualification did not significantly affect teachers' work engagement.

Table 11. *Difference in Teachers' Work Engagement Grouped According to Profile (n=168)*

Variables	$w\bar{x}$	H	df	p	Decision Rule	Remarks
Sex		3.659	1	0.050	Reject H_0	Significant
Female	4.37					
Male	4.05					
Age		4.950	3	0.175	Do not reject H_0	Not significant
26-35	4.08					
36-45	4.18					
46-55	4.23					
56-65	4.34					
Civil Status		0.001	1	0.970	Do not reject H_0	Not significant
Single	4.19					
Married	4.23					
Educational Qualifications						
Baccalaureate	4.27	3.891	4	0.421	Do not reject H_0	Not significant
With MA units	4.28					
Full-Fledged MA	4.19					
With Doctoral Units	4.11					
EdD/PhD	4.20					

Significant Level = 0.05

3.7 Difference in Teachers' Performance Grouped According to Profile

Table 12 lists significant teacher performance differences based on the Individual Performance Commitment and Review Form (IPCRF), grouped according to their profile. The test results revealed that age can account for teacher performance differences, as indicated by a p-value of 0.045, below the significance level of 0.05. Therefore, the null hypothesis, which posited that no significant differences exist in teachers' performance based on age, is rejected. This means that age is a determining factor in teachers' performance. The data show that teachers in their prime years perform better than younger teachers and those nearing retirement.

Table 12. *Test on Significant Difference in Teachers' Performance Grouped According to Their Profile. (n=168)*

Variables	$w\bar{x}$	H	df	p	Decision Rule	Remarks
Sex		1.625	1	0.202	Reject H_0	Not significant
Female	4.22					
Male	4.15					
Age		8.061	3	0.045	Reject H_0	Significant
26-35	4.12					
36-45	4.24					
46-55	4.24					
56-65	4.12					
Civil Status		0.724	1	0.395	Do not reject H_0	Not significant
Single	4.15					
Married	4.21					
Educational Qualifications						
Baccalaureate	4.11	2.491	4	0.646	Do not reject H_0	Not significant
With MA units	4.18					
Full-Fledged MA	4.21					
With Doctoral Units	4.17					
EdD/PhD	4.14					

Regarding sex, civil status, and educational qualification, the results showed no significant differences in teachers' performance when grouped according to these factors. The p-values for sex (0.202), civil status (0.395), and educational qualification (0.676) were all greater than the significance level of 0.05. Therefore, the null hypothesis is accepted, meaning teachers' performance is similar regardless of sex, civil status, or educational qualification. In summary, age is the only profile variable that significantly accounts for teacher performance differences. Age is a key determinant of job performance among teachers.

4.0 Conclusion

As Aristotle famously stated, "The hardest thing to know is to know thyself." Self-awareness is a critical skill that enables individuals to understand how others perceive their behavior and how their actions affect those around them (Banish, 2021). The study's results indicate that while teachers exhibit a "Very High" level of work engagement and performance, their self-awareness remains only at a "Moderate" level. This discrepancy may

help explain why student performance on international assessments, such as the Third International Mathematics and Science Survey and the Programme for International Student Assessment, has not met expectations. The findings suggest that teachers might be unaware of their strengths and weaknesses and the impact of their behavior on learners. Gaining self-awareness is not instantaneous; it requires time and maturity. By cultivating self-awareness, teachers can enhance their professional performance, contributing to improved educational outcomes and supporting the sustainable attainment of quality education development goals. Ultimately, this study serves as an eye-opener for school leaders, highlighting the need to prioritize enhancing teachers' personality attributes, especially self-awareness, which, as the adage goes, is the beginning of wisdom.

5.0 Contributions of Authors

The authors confirm their equal contributions to every part of this research. All authors reviewed and approved the final version of this paper.

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7.0 Conflict of Interests

This study has no conflict of interest of any sort.

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