

INFLUENCE OF TEACHER'S PERSONALITY ON REWARDS SYSTEM IN THE PRIMARY GRADES: BASIS FOR DEVELOPING AN INCENTIVES SCHEME ACTION PLAN

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ABSTRACT

This study investigated the influence of teacher personality on incentive systems in primary education, with the aim of formulating an action plan to improve classroom management and enhance student motivation. A descriptive-correlational design was employed, grounded in the Big Five Personality Traits framework, to examine the relationship between teachers' personality traits and their approaches to administering rewards. Data were collected through a validated survey questionnaire administered to primary grade teachers from three Adventist schools in Bangkok's Vadhana District, selected through purposive sampling. Statistical methods, including frequency distributions, weighted averages, and Pearson correlation, were used to analyze the data. Results revealed that teachers with higher levels of conscientiousness and agreeableness applied rewards more consistently and effectively, while those with greater openness demonstrated creativity in designing systems that encouraged student participation. Conversely, inconsistent reward application was associated with lower emotional stability. The findings highlight that teacher personality significantly affects the effectiveness of reward systems, underscoring the importance of professional development programs that incorporate personality awareness. To sustain classroom motivation and discipline, an action plan was developed to align reward strategies with teachers' personality strengths, thereby fostering a supportive and engaging learning environment.

Keywords: *teacher personality, Big Five traits, incentive system, classroom management, student motivation, Adventist schools*

INTRODUCTION

The educational environment in primary schools is significantly influenced by teacher personality, particularly for younger learners who are still developing intellectually, socially, and emotionally. Student motivation, behavior, and achievement are shaped by how teachers manage classrooms, interact with students, and implement reward systems (Pekrun & Linnenbrink-Garcia, 2022; Crawford et al., 2020). Reward systems are widely recognized as essential tools for fostering positive classroom environments, as they encourage motivation and good behavior in the lower primary grades, which

are critical for long-term development. However, the effectiveness of such systems often depends on teacher personality traits, including empathy, emotional intelligence, and communication skills (Niemi, 2021; O'Neill & McMahon, 2020).

Research has shown that well-structured incentive programs can enhance student engagement, promote positive behavior, and support academic achievement (Ching, 2021). Within values-based educational settings such as Adventist schools, reward systems must align not only with academic goals but also with moral and ethical principles, emphasizing holistic child development (Smit & Brink, 2022; Walker & Graham, 2023). In Thailand, the National Education Act B.E. 2542 (1999) highlights the importance of supportive environments that foster responsibility and motivation, while recent reforms continue to emphasize culturally responsive teaching practices (Choi et al., 2020; Ministry of Education Thailand, 2021). Similarly, in the Philippines, Republic Act No. 10533, the Enhanced Basic Education Act of 2013, underscores learner-centered approaches and supportive practices that nurture motivation and behavior in the early grades (Department of Education, 2019).

Despite recognition of the importance of reward systems, there remains limited research on how teacher personality traits specifically influence their implementation in Adventist schools. This gap is significant given the emphasis on values education and holistic development in such institutions. The researchers of this study therefore aim to examine the relationship between teacher personality, as defined by the Big Five Personality Traits framework, and the administration of reward systems in lower primary grades at three Adventist schools in Bangkok's Vadhana District. The timeliness of this study lies in its potential to inform professional development programs, improve classroom management, and align reward practices with both educational policies and the developmental needs of young learners.

Research Questions

This study addressed the following questions:

1. What is the profile of the respondents with respect to: 1.1 age; 1.2 nationality; 1.3 total years of teaching experience; and 1.4 years of teaching experience in Thailand?
2. What are the personality traits of the teachers based on the Big Five Personality Model in terms of: 2.1 openness; 2.2 conscientiousness; 2.3 extraversion; 2.4 agreeableness; and 2.5 neuroticism?
3. What is the extent of the use of rewarding methods by lower primary teachers, specifically in: 3.1 verbal praise; 3.2 extra points; 3.3 stickers; 3.4 tokens/toys; 3.5 privilege-based rewards (e.g., extra playtime, line leader); and 3.6 positive notes to parents/guardians?
4. Is there a significant difference between teacher personality traits when grouped according to profile variables?
5. Is there a significant relationship between teacher personality traits based on the Big Five and the types of reward systems used?
6. What action plan can be proposed based on the findings of the study?

METHODOLOGY

Research Design

The study employed a quantitative, descriptive-correlational design to examine the relationship between teacher personality traits and reward systems in primary

education. A correlational method was appropriate for determining whether significant statistical relationships existed between the variables. As Creswell and Creswell (2018) note, quantitative research aims to analyze relationships among variables to evaluate objective theories. This design allowed the researchers to observe natural relationships without manipulating variables, thereby providing evidence-based insights into classroom practices.

Locale of the Study

The study was conducted in three Seventh-day Adventist schools located in Bangkok's Vadhana District. These schools follow a values-based curriculum that integrates academic standards with moral and spiritual development. The district itself is a diverse urban area, providing a unique cultural backdrop for examining how teacher personality traits influence reward systems in classrooms. For confidentiality, the names of the institutions are withheld.

Respondents of the Study

The respondents consisted of lower primary grade teachers (Grades 1–3) from the selected Adventist schools. Purposive non-probability quota sampling was employed to ensure relevance and adequacy. Approximately 60 teachers formed the target population, and based on the quota sampling guideline (50% + 1), a minimum of 31 respondents was required. A total of 32 teachers participated, meeting the inclusion criteria of being currently employed and actively teaching during the school year.

Research Instruments

Teacher Personality Traits The Big Five Inventory 2 (BFI-2; Soto & John, 2017) was used to measure teacher personality traits. This standardized instrument, freely available for research purposes, evaluates five dimensions—openness, conscientiousness, extraversion, agreeableness, and neuroticism—using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The instrument has established validity and reliability.

Rewarding Strategies A researcher-made questionnaire was developed to assess the types and frequency of reward strategies employed in classrooms. The instrument contained 18 items across six categories (verbal praise, extra points, stickers, tokens/toys, privilege-based rewards, and positive notes to parents). Responses were rated on a 4-point Likert scale (1 = never to 4 = always). The questionnaire was subjected to expert validation and pilot testing, and Cronbach's alpha was computed to confirm internal consistency.

Data Gathering Procedure

Permission was obtained from school administrators prior to data collection. Questionnaires were distributed electronically via Google Forms. Respondents were informed of the study's purpose and assured of confidentiality and anonymity. The first section of the questionnaire measured personality traits, while the second section assessed reward strategies.

Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics:

- SOP 1 (Profile of respondents): Frequency distributions, means, and standard deviations.

- SOP 2 (Big Five traits): Weighted mean.
- SOP 3 (Reward strategies): Mean, frequency, percentage, and standard deviation.
- SOP 4 (Differences by profile variables): ANOVA and t-tests.
- SOP 5 (Relationship between traits and rewards): Pearson's correlation coefficient to determine strength and direction of relationships.

Scope and Limitations

The study was limited to lower primary grade teachers (Grades 1–3) in three Adventist schools in Bangkok's Vadhana District. Results may not be generalized to upper primary, secondary, or non-Adventist institutions. The study focused solely on teacher personality traits and reward systems, excluding other classroom management strategies or student/parent perspectives. Data collection was confined to the 2025 school year.

RESULTS

This section contains information about the results of the study, the analysis, and the interpretation of data gathered with the use of the adapted statistical measures. The presentation includes a narrative discussion of the results and implications of the data gathered, which are illustrated in tables.

- 1: Profile of the respondents with respect to;
- 1.1 age;
 - 1.2 nationality;
 - 1.3 Total years of teaching experience; and
 - 1.4 Years of teaching experience in Thailand?

Table 1: Profile of the Respondents

Age	Frequency	Percentage	Ranking
20 – 29 years old	8	25	3
30 – 39 years old	11	34.4	1
40 – 49 years old	9	28.1	2
50 years old – above	4	12.5	4
Total	32	100	
Nationality			
Filipino		59.4	1
Other Nationality		40.6	2
Total		100	
Total Years of Teaching Experience	Frequency	Percentage	Ranking
Less than 5 years	12	37.5	1
5 – 10 years	7	21.9	2
11 – 15 years	6	18.8	3
16 – 20 years	5	15.6	4
More than 20 years	2	6.3	5
Total	32	100	

Years of teaching experience in Thailand	Frequency	Percentage	Ranking
Less than 5 years	16	50	1
5 – 10 years	5	15.6	3
11 – 15 years	7	21.9	2
16 – 20 years	3	9.4	4
More than 20 years	1	3.1	More than 20 years
Total	32	100	

The age distribution of the respondents showed that the majority fell within the 30–39 age group (34.4%), followed by those aged 40–49 (28.1%). A significant portion were in the 20–29 age range (25%), while only 12.5% are 50 years old and above. This pattern suggested that most of the participants were early to mid-career educators, with fewer respondents from the older age bracket. A similar trend was observed in a demographic study of teachers at Bangkok Christian College, where a large proportion of the faculty were in their 30s and 40s, indicating the demand for educators who were both professionally seasoned and adaptable to evolving educational demands (Kayiwa, 2021).

In terms of nationality, Filipino teachers made up 59.4% of the respondents, while 40.6% represented other nationalities. This highlighted the strong presence of Filipino educators in international and private school settings in Bangkok. Previous research supported this trend, noting that Filipino teachers were widely sought after in Thailand due to their high English proficiency, work ethic, and ability to integrate well into multicultural educational environments (Dela Rosa, 2024). Additionally, the employment of Filipino teachers was consistent with broader regional trends, where their pedagogical skills and cultural flexibility made them highly favored in overseas teaching positions (Flores & Villanueva, 2023).

With regards to the years of teaching experience, the majority of respondents were early-career educators, with 37.5% having less than five years of teaching experience and 50% being relatively new to the Thai education system. This reflected a common trend in international schools where younger, foreign teachers—particularly Filipinos—were hired due to their adaptability and qualifications (Ulla, 2018; Srisitanont Luangkrajang, 2023). Only a small portion (12.5%) have taught in Thailand for over 16 years, suggesting that long-term foreign educators remain limited.

2. Personality traits of the teachers based on the big five personality model in terms of:

- 2.1 openness;
- 2.2 conscientiousness;
- 2.3 extraversion;
- 2.4 agreeableness; and
- 2.5 neuroticism

Table 2.1: Personality Traits of the Teachers Based on the Big Five Personality Model in Terms of Openness

Legend: 5(4.50-5.00) - Strongly Agree (SA), 4(3.50-4.49) – Agree (A), 3(2.50--3.49)- Neutral (N),

Openness	WM	VI
1. I enjoy trying new activities that challenge me.	4.50	SA
2. I am interested in abstract ideas.	3.66	A
3. I prefer routine over change.	2.53	N
4. I appreciate art, music, and literature.	4.22	A
5. I like exploring new places and cultures.	4.41	A
Composite Mean	3.86	A

2(1.50-2.49)- Disagree (D), 1(1.00-1.49)-Strongly Disagree (SD)

The data suggested that teachers generally exhibit a high level of openness, as reflected by a composite mean of 3.86 (“Agree”). The highest-rated item, “I enjoy trying new activities that challenge me” (WM = 4.50), showed that many teachers were open to novel and stimulating experiences. Teachers also showed strong interest in culture and exploration, as seen in their appreciation for art and new places.

The only neutral response was to the statement “I prefer routine over change” (WM = 2.53), which suggested that most teachers were comfortable with change and variety—key aspects of openness.

Overall, the results indicated that the teachers in this study were creative, curious, and receptive to new experiences, which were valuable traits for innovative and culturally responsive teaching. Many Filipinos and non-native English speakers who worked in Thailand as lower elementary school teachers were the subject of Ulla's (2020) study. The study demonstrated how open they were to adopting new teaching techniques, negotiating cultural barriers, and having clear conversations with Thai students. Particularly in terms of professional adaptability and cultural sensitivity, these actions demonstrate high degrees of openness.

Table 2.2: Personality Traits of the Teachers Based on the Big Five Personality Model in Terms of Conscientiousness

Conscientiousness	WM	VI
1. I complete tasks efficiently.	4.06	A
2. I am careful to fulfill my responsibilities.	4.44	A
3. I find it difficult to stick to a schedule. (Reversed)	3.20	N
4. I always prepare for work or meetings in advance.	3.97	A
5. I keep my workspace organized.	4.16	A
Composite Mean	3.97	A

Legend: 5(4.50-5.00) - Strongly Agree (SA), 4(3.50-4.49) – Agree (A), 3(2.50--3.49)- Neutral (N), 2(1.50-2.49)- Disagree (D), 1(1.00-1.49)-Strongly Disagree (SD)

The findings showed that teachers generally displayed a strong level of conscientiousness, with a composite mean of 3.97 (“Agree”). Most respondents reported being responsible, organized, and efficient, especially in fulfilling responsibilities and maintaining a tidy workspace. Although responses were neutral on whether they struggle with sticking to a schedule, this did not significantly affect the overall trend. These results were aligned with Cheng’s (2023) study, which found that teachers who exhibit high levels of conscientiousness—particularly in areas of organization and task completion—positively influence students’ non-cognitive development. Furthermore, Springer’s (2025) systematic review reinforced the significance of conscientiousness in professional settings, identifying it as a key predictor of performance and noting that traits such as responsibility and efficiency can be strengthened through targeted interventions. Together, these studies affirmed that conscientiousness is not only prevalent among educators but also instrumental in shaping effective teaching practices and student outcomes.

Table 2.3: Personality Traits of the Teachers Based on the Big Five Personality Model in terms of Extraversion

Extraversion	WM	VI
1. I feel energized when I am around others.	3.56	A
2. I enjoy meeting new people.	3.81	A
3. I tend to keep to myself in social situations.	2.93	N
4. I feel comfortable starting conversations.	3.09	N
5. I prefer working in groups rather than alone.	3.13	N
Composite Mean	3.30	N

Legend: 5(4.50-5.00) - Strongly Agree (SA), 4(3.50-4.49) – Agree (A), 3(2.50--3.49)- Neutral (N), 2(1.50-2.49)- Disagree (D), 1(1.00-1.49)-Strongly Disagree (SD)

The teachers in this study showed a moderate level of extraversion, with a composite mean of 3.30 (“Neutral”). While many enjoyed meeting new people and felt energized in social settings, they tend to be more reserved when it comes to initiating conversations or preferring group work. These results suggested that the respondents were generally ambiverted - showing a balance between outgoing and quiet tendencies. Research on elementary EFL teachers by Mozaffari (2022) supported this finding by showing that teachers frequently exhibit a combination of introverted and extroverted tendencies. They communicated socially with coworkers and students, although they might choose controlled settings and selective engagement, particularly in the classroom. According to Mozaffari, ambiversion enables educators to freely adjust to a range of teaching requirements, promoting young students' academic success and emotional stability.

Table 2.4: Personality Traits of the Teachers Based on the Big Five Personality Model in terms of Agreeableness

Agreeableness	WM	VI
1. I am interested in the needs of others.	3.56	A

2. I often put others' needs before my own.	3.16	N
3. I find it hard to forgive others.	2.49	N
4. I value harmony over conflict in relationships.	3.90	A
5. I am patient and understanding with others.	4.13	A
Composite Mean	3.45	N

Legend: 5(4.50-5.00) - Strongly Agree (SA), 4(3.50-4.49) – Agree (A), 3(2.50--3.49)- Neutral (N), 2(1.50-2.49)- Disagree (D), 1(1.00-1.49)-Strongly Disagree (SD)

The results suggested that teachers in this study exhibit a moderate to slightly high level of agreeableness, with a composite mean of 3.45, interpreted as “Neutral” (N) overall. While the average indicated a balanced tendency, several individual items reflected stronger expressions of agreeableness.

The highest-rated item, “I am patient and understanding with others” (WM = 4.13), along with “I value harmony over conflict in relationships” (WM = 3.90), indicated that many teachers prefer peaceful interactions and strived to maintain positive relationships—traits that supported collaborative and student-centered environments.

The item “I am interested in the needs of others” scored 3.56, showing a general concern for others' well-being. However, responses to “I often put others' needs before my own” (WM = 3.16) and “I find it hard to forgive others” (WM = 2.49) suggested a more measured or realistic approach to interpersonal dynamics, with some respondents possibly maintaining personal boundaries or facing challenges in forgiveness.

These results were in line with a study by Zysberg (2020) that indicated that teachers' agreeableness is positively correlated with their organizational citizenship behaviors (OCB) and emotional intelligence, which in turn improved work performance and fostered harmony in the classroom. While teachers with moderate levels upheld professional boundaries and self-regulation, those with high ratings in patience and empathy were more likely to promote trust and cooperation. The idea that educators' agreeableness is adaptable rather than static—balancing warmth and discernment—is supported by this.

Table 2.5: Personality Traits of the Teachers Based on the Big Five Personality Model in terms of Neuroticism

Neuroticism	WM	VI
1. I frequently feel anxious or worried.	3.13	N
2. I tend to feel insecure about myself.	2.31	D
3. I remain calm under pressure.	3.47	A
4. I get easily upset or irritated.	2.67	N
5. I often think about the worst – case scenario	3.22	N
Composite Mean	2.96	N

Legend: 5(4.50-5.00) - Strongly Agree (SA), 4(3.50-4.49) – Agree (A), 3(2.50--3.49)- Neutral (N), 2(1.50-2.49)- Disagree (D), 1(1.00-1.49)-Strongly Disagree (SD)

The results showed that the teachers in this study generally demonstrated moderate emotional stability, with a composite mean of 2.96, interpreted as “Neutral” (N). This suggested that while some tendencies associated with neuroticism are present, they are not dominant among the respondents.

The highest mean score came from “I often think about the worst-case scenario” (WM = 3.22) and “I frequently feel anxious or worried” (WM = 3.13), indicating that some teachers occasionally experience worry or negative anticipation. However, these tendencies are balanced by the high rating on “I remain calm under pressure” (WM = 3.47), which points to emotional resilience and self-control in challenging situations.

Notably, the lowest score was on “I tend to feel insecure about myself” (WM = 2.31), suggesting that most respondents maintain a healthy sense of self-confidence. Additionally, “I get easily upset or irritated” received a relatively low mean (WM = 2.67), indicating that the teachers generally manage their emotions well.

These conclusions were corroborated by Yu et al. (2025), who discovered that while moderate levels of neuroticism—particularly when combined with conscientiousness—did not impair classroom performance, teacher neuroticism was linked to students' emotional well-being. Teachers can preserve their composure and lessen their susceptibility to depression by using emotional control techniques, as Qu and Wang (2024) showed. These findings confirmed that educators' emotional stability is characterized by their capacity to constructively manage their negative emotions rather than by their lack of them.

3. Extent of the use of rewarding methods by lower primary teachers, specifically in:
 - 3.1 verbal praise;
 - 3.2 extra points;
 - 3.3 stickers;
 - 3.4 tokens/toys;
 - 3.5 privilege-based rewards (e.g., extra playtime, line leader); and
 - 3.6 positive notes to parents/guardians.

Table 3.1: Extent of the Use of Rewarding Methods by Lower Primary Teachers, specifically in Verbal Praise

Verbal Praise	WM	VI
1. I praise students for their achievements in front of the class.	3.59	A
2. I compliment students when they put effort in doing their class work.	3.61	A
3. I encourage my students to keep up their good work by using positive affirmations.	3.69	A
Composite Mean	3.63	A

Legend: 4(3.50-4.00) – Always (A), 3(2.50-3.49)- Sometimes (S), 2(1.50-2.49)- Rarely (R), 1(1.00-1.49)-Never(N)

The results indicated that teachers frequently use verbal praise as a positive reinforcement strategy in their classrooms, as reflected by a composite weighted mean

(WM) of 3.63, interpreted as “Agree” (A). This suggests that verbal praise is a commonly adopted and valued practice among the respondents. The highest-rated item, “I encourage my students to keep up their good work by using positive affirmations” (WM = 3.69), highlighted teachers’ proactive efforts to motivate students through encouraging language. Similarly, high ratings for “I compliment students when they put effort in doing their class work” (WM = 3.61) and “I praise students for their achievements in front of the class” (WM = 3.59) reflected a consistent emphasis on recognizing both effort and achievement.

Additionally, Sun (2021) emphasized the importance of teacher praise in increasing student involvement in EFL classrooms, stating that positive affirmations from teachers promote a sense of belonging and motivation, particularly among younger students. Together, these studies showed that verbal praise is still an important and effective technique for encouraging student effort, achievement, and classroom peace.

Table 3.2: Extent of the Use of Rewarding Methods by Lower Primary Teachers, Specifically in Extra Points

Extra Points	WM	VI
1. I give extra points to students for completing tasks or answering correctly.	3.41	S
2. I give extra points for really outstanding performance on classwork or projects.	3.44	S
3. I use a point-based system to encourage student's participation and engagement.	3.38	S
Composite Mean	3.41	S

Legend: 4(3.50-4.00) – Always (A), 3(2.50-3.49)- Sometimes (S), 2(1.50-2.49)- Rarely (R), 1(1.00-1.49)-Never(N)

The findings showed that teachers sometimes use extra points as a strategy to reinforce positive academic behavior and performance, as indicated by a composite weighted mean (WM) of 3.41, which falls under the interpretation “Sometimes” (S). The highest-rated item, “I give extra points for really outstanding performance on classwork or projects” (WM = 3.44), suggested that teachers are more inclined to reward excellence rather than routine achievements. Similarly, the item “I give extra points to students for completing tasks or answering correctly” (WM = 3.41) implied a moderate use of points for task completion and correct answers, indicating selective reinforcement. The lowest mean was for “I use a point-based system to encourage student participation and engagement” (WM = 3.38), which may have suggested that while the system is in place, it is not consistently applied across all classroom contexts.

These findings were corroborated by Fitriati, Fatmala, and Anjaniputra (2020), who discovered that teachers frequently employ token-based reinforcement—including extra points—to promote favorable academic behaviors, the application differed depending on class objectives and student needs. Their research found that, while verbal praise was the most commonly employed approach, tangible and token prizes, such as extra points, were used selectively to honor extraordinary performance. Similarly, Senados (2023) stated that point-based systems can

positively influence classroom conduct and work-related values, but their efficacy is dependent on consistency and alignment with student motivation.

Table 3.3: Extent of the Use of Rewarding Methods by Lower Primary Teachers, Specifically in Stickers

Stickers	WM	VI
1. I give stickers to students if they finish their classwork successfully.	3.00	S
2. I give stickers to students if they participate during class discussions	2.72	S
3. I give stickers to students if they successfully finish a task on time.	2.84	S
Composite Mean	2.85	S

Legend: 4(3.50-4.00) – Always (A), 3(2.50-3.49)- Sometimes (S), 2(1.50-2.49)- Rarely (R), 1(1.00-1.49)-Never(N)

The results indicated that teachers sometimes use stickers as a form of positive reinforcement, with a composite weighted mean (WM) of 2.85, interpreted as “Sometimes” (S). This suggested that stickers are not consistently used across all classroom activities but are applied on occasion, depending on the context. The highest mean was recorded for “I give stickers to students if they finish their classwork successfully” (WM = 3.00), showing that some teachers do reward task completion with stickers. However, lower means for participation during class discussions (WM = 2.72) and timely completion of tasks (WM = 2.84) indicated that stickers are less frequently used for reinforcing behavior beyond academic tasks.

These findings were corroborated by Dan’s (2025) review, which states that stickers are most helpful for quick, task-specific reinforcement rather than general behavioral management. The analysis underlined that stickers provided rapid pleasure and visual appeal, making them especially beneficial for younger students and academic milestones. Furthermore, Sun (2021) discovered that physical rewards such as stickers can increase engagement and motivation in EFL courses, but their effectiveness is dependent on how frequently and meaningfully they are used. These studies confirmed that, while stickers are a useful reinforcement tool, their use is situational and most successful when linked to specific academic achievements.

Table 3.4: Extent of the Use of Rewarding Methods by Lower Primary Teachers, Specifically in Token/Toys

Token/toys	WM	VI
1. I give tokens/toys if students participate in school activities.	2.53	S
2. I give small toys or tokens as incentives for good behavior.	2.53	S
3. I use a token system where students can exchange tokens for rewards.	2.38	R
Composite Mean	2.48	R

Legend: 4(3.50-4.00) – Always (A), 3(2.50-3.49)- Sometimes (S), 2(1.50-2.49)- Rarely (R), 1(1.00-1.49)-Never(N)

The data revealed that teachers rarely use tokens or toys as a form of student reward, with a composite weighted mean (WM) of 2.48, which falls under the "Rarely" (R) verbal interpretation. This suggested that tangible items such as toys and tokens were not commonly incorporated into teachers' regular classroom management or motivational practices. The individual items show a consistent trend: both "giving tokens/toys for student participation in school activities" and "using small toys or tokens for good behavior" received a mean score of 2.53, indicating occasional but infrequent use. The practice of implementing a structured token system—where students accumulate tokens to exchange for a larger reward—received the lowest mean score at 2.38, reinforcing the limited application of this method. This limited use of token economies and toy rewards may reflect a pedagogical shift toward non-material, intrinsic motivators, or practical constraints such as cost and sustainability. Recent studies have pointed out that while token systems can be effective in promoting specific behaviors—particularly in early childhood or special education settings—their overuse may lead to dependence on extrinsic rewards, potentially undermining intrinsic motivation over time (Ding et al., 2023).

Table 3.5: Extent of the Use of Rewarding Methods by Lower Primary Teachers, Specifically in Privilege-Based Reward

Privilege-Based Reward	WM	VI
1. I give students extra privileges (e.g., leading the class) as a reward for good behavior.	2.94	S
2. I give students the opportunity to be the line leader as a form of recognition.	3.06	S
3. I assign classroom privileges (e.g., being the teacher's helper) to motivate students.	3.25	S
Composite Mean	3.08	S

Legend: 4(3.50-4.00) – Always (A), 3(2.50-3.49)- Sometimes (S), 2(1.50-2.49)- Rarely (R), 1(1.00-1.49)-Never(N)

The results showed that teachers sometimes use privilege-based rewards to motivate and recognize students, as reflected in the composite weighted mean (WM) of 3.08, corresponding to the verbal interpretation "Sometimes" (S). This suggested a moderate application of this strategy in the classroom. Among the specific indicators, the most frequently practiced method is assigning classroom privileges such as being the teacher's helper (WM = 3.25), suggesting that this is seen as an effective motivational tool. Opportunities to be the line leader (WM = 3.06) and extra roles like leading the class (WM = 2.94) were also used occasionally but not consistently across all teachers.

Privilege-based rewards were considered effective in promoting student responsibility, social engagement, and leadership skills without relying on material incentives. Studies have found that such rewards can foster a positive classroom climate and reinforce desirable behaviors by giving students ownership and recognition in non-material ways (Reiber & McLaughlin, 2020).

Table 3.6: Extent of the Use of Rewarding Methods by Lower Primary Teachers, Specifically in Positive Notes to Parents/Guardians

Positive Note to Parents/Guardians	WM	VI
1. I send positive notes home to inform parents about their child's achievements.	2.78	S
2. I write praise-filled messages to parents when students perform exceptionally.	2.63	S
3. I use written communication to share students' progress with their families.	2.78	S
Composite Mean	2.73	S

Legend: 4(3.50-4.00) – Always (A), 3(2.50-3.49)- Sometimes (S), 2(1.50-2.49)- Rarely (R), 1(1.00-1.49)-Never(N)

The findings indicated that teachers sometimes use written communication—such as positive notes or praise-filled messages—to inform parents or guardians of students' achievements and progress. The composite weighted mean (WM) is 2.73, which falls under the "Sometimes" (S) verbal interpretation. The highest-rated items—sending positive notes home and sharing student progress with families—both received a WM of 2.78, suggesting that while these strategies were recognized, they were not used consistently across the board. Writing praise-filled messages for exceptional performance had a slightly lower mean of 2.63, indicating that this form of communication is even less frequent.

Major (2023) supported these findings, stating that while teachers value written communication with parents, its use is frequently limited due to time restrictions, workload, and differing school policies. Teachers noted that sending notes or written updates was more usual for academic issues than for praise, while admitting the good influence on parent-teacher relationships. Similarly, Kraft and Bolves (2022) stated that individualized written outreach, such as notes or messages, might build school-home partnerships but is underutilized owing to competing demands and a lack of structural support. These studies confirmed that written praise is a valuable but little-used method in classroom practice.

4. The difference between the teacher personality traits when they are grouped according to profile variables.

Table 4.1: Difference Between the Teacher Personality Traits in Terms of Openness When Grouped According to Their Profile

Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
20-29 years old	4.43	ANOVA Value = 1.499	0.237	Do not Reject the Hypothesis	Not Significant
30-39 years old	3.95				
40-49 years old	3.96				
50 years old-above	3.90				
Nationality					
Filipino	4.08	T-test Value = 0.255	0.800	Do not Reject the Hypothesis	Not Significant
Other Nationality	4.03				

Total Years of Teaching Experience					
Less than 5 years	3.84	ANOVA Value = 0.551	0.736	Do not Reject the Hypothesis	Not Significant
6-10 years	3.94				
11-15 years	4.20				
16-20 years	4.00				
More than 20 years	3.90				
Total Years of Teaching Experience					
Less than 5 years	3.87	ANOVA Value = 0.723	0.612	Do not Reject the Hypothesis	Not Significant
6-10 years	3.96				
11-15 years	4.14				
16-20 years	3.87				
More than 20 years	4.20				

Note: p-value $\leq$ 0.05 – significant, p-value $>$ 0.05 – not significant

The statistical analysis of teacher openness based on age, nationality, and teaching experience revealed that there is no significant difference across these demographic factors, as all computed p-values exceeded the standard significance threshold of 0.05. Among the age groups, teachers aged 20-29 years old demonstrated the highest mean score (4.43) in openness, suggesting that younger educators may be more inclined toward embracing new experiences. However, the ANOVA value (1.499, $p = 0.237$) indicated that these differences were not statistically significant, meaning openness does not vary meaningfully with age. Similarly, when grouped by nationality, Filipino teachers recorded a slightly higher mean score (4.08) compared to teachers of other nationalities (4.03), yet the T-test value (0.255, $p = 0.800$) showed that nationality did not significantly impact openness. Regarding teaching experience, educators with 11-15 years of experience had the highest mean score (4.20), suggesting that mid-career teachers may be more receptive to new ideas. Despite these variations, ANOVA results (0.551, $p = 0.736$) and (0.723, $p = 0.612$) confirmed that differences in openness among groups based on years of teaching experience remain statistically significant.

These findings suggested that teacher openness is an inherent personality trait rather than one shaped by age, nationality, or experience. This supported the idea that educators, regardless of their background, generally exhibit a consistent level of openness toward new experiences, creativity, and intellectual curiosity, reinforcing their role as a fundamental aspect of teacher personality rather than a characteristic influenced by external demographic factors.

In line with prior research, these results showed that openness was a fundamental personality attribute that was largely constant across demographic groups. Gonzales and Rosales (2022) showed that openness was not significantly impacted by age or prior teaching experience, while Macovei et al. (2023) concluded that neither factor was significant. According to these studies, openness was more likely to be a natural trait than one that is influenced by nationality or professional experience.

Table 4.2: Difference Between the Teacher Personality Traits in Terms of Conscientiousness When Grouped According to Their Profile

Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
20-29 years old	4.13	ANOVA Value = 1.144	0.348	Do not Reject the Hypothesis	Not Significant
30-39 years old	3.96				
40-49 years old	3.80				
50 years old-above	3.50				
Nationality					
Filipino	4.06	T-test Value = 1.977	0.057	Do not Reject the Hypothesis	Not Significant
Other Nationality	3.66				
Total Years of Teaching Experience					
Less than 5 years	3.68	ANOVA Value = 0.712	0.620	Do not Reject the Hypothesis	Not Significant
6-10 years	3.66				
11-15 years	3.90				
16-20 years	4.20				
More than 20 years	4.10				
Total Years of Teaching Experience					
Less than 5 years	3.73	ANOVA Value = 1.726	0.164	Do not Reject the Hypothesis	Not Significant
6-10 years	3.48				
11-15 years	4.20				
16-20 years	3.73				
More than 20 years	3.60				

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

The analysis of teacher conscientiousness, a personality trait linked to responsibility, organization, and dependability, revealed no statistically significant differences when grouped according to age, nationality, or years of teaching experience. Among age groups, teachers aged 20–29 years old recorded the highest mean score (4.13), suggesting that younger educators demonstrated greater conscientiousness. However, the ANOVA value (1.144, $p = 0.348$) indicated that these differences were not statistically significant, meaning that conscientiousness did not vary meaningfully across different age ranges. Similarly, when grouped by nationality, Filipino teachers (mean = 4.06) displayed slightly higher conscientiousness compared to teachers from other nationalities (mean = 3.66). Despite this, the T-test value (1.977, $p = 0.057$) confirmed that nationality did not significantly impact conscientiousness among teachers in the study.

Regarding teaching experience, educators with 16–20 years of experience (mean = 4.20) had the highest score, suggesting that mid-career teachers exhibited greater organization and dependability. However, the ANOVA values (0.712, $p = 0.620$) and (1.726, $p = 0.164$) showed no statistically significant differences, confirming that years of teaching experience did not significantly influence conscientiousness.

The findings suggested that teacher conscientiousness was a personality attribute rather than something influenced by external demographic characteristics like age, nationality, or experience. Regardless of their background, educators regularly demonstrated disciplined and responsible behavior, which may have contributed to the successful adoption of classroom reward systems. This consistency in conscientiousness indicated that teachers relied on individual work ethics and intrinsic drive, rather than external forces, to maintain classroom organization and discipline.

These outcomes were consistent with those of Samfira et al. (2023), who found that conscientiousness was a consistent quality among teachers, irrespective of their demographic background. This conclusion was further supported by Dhillon and Kaur (2023), who pointed out that conscientiousness influenced teaching quality but was independent of outside variables like tenure or cultural identity.

Table 4.3: Difference Between the Teacher Personality Traits in Terms of Extraversion When Grouped According to Their Profile

Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
20-29 years old	3.90	ANOVA Value = 3.526	0.028	Reject the Hypothesis	Significant
30-39 years old	3.25				
40-49 years old	3.20				
50 years old-above	2.80				
Nationality					
Filipino	3.33	T-test Value = - 0.173	0.864	Do not Reject the Hypothesis	Not Significant
Other Nationality	3.37				
Total Years of Teaching Experience					
Less than 5 years	3.89	ANOVA Value = 1.311	0.290	Do not Reject the Hypothesis	Not Significant
6-10 years	3.28				
11-15 years	3.17				
16-20 years	3.03				
More than 20 years	3.28				
Total Years of Teaching Experience in Thailand					
Less than 5 years	3.22	ANOVA Value = 1.896	0.130	Do not Reject the Hypothesis	Not Significant
6-10 years	3.00				
11-15 years	3.11				
16-20 years	3.27				
More than 20 years	3.80				

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

The analysis of teacher extraversion, a personality trait associated with sociability, enthusiasm, and assertiveness, revealed that age was the only profile variable where differences were statistically significant. The ANOVA value (3.526, $p = 0.028$) indicated that younger teachers demonstrated higher levels of extraversion compared to older educators. Specifically, teachers aged 20–29 years old recorded the highest mean score (3.90), suggesting that they tended to be more outgoing and energetic in their interactions. In contrast, teachers aged 50 years and above had the lowest mean score (2.80), reflecting a more reserved or introspective approach. This trend suggested that younger teachers were more engaged in dynamic, social teaching methods, whereas older educators relied on structured, experience-based approaches that required less outward social energy.

These findings were corroborated by Balan's (2024) investigation of the link between teacher personality factors and classroom behavior. The study revealed that younger teachers with higher degrees of extraversion were more likely to use growth-

oriented teaching practices and engage in more social interactions with pupils. Balan noted that age had a substantial impact on how extraversion emerged in educational contexts, with younger teachers demonstrating greater passion and assertiveness in their teaching style.

Nationality did not significantly impact extraversion, as shown by the T-test value (-0.173, $p = 0.864$), indicating that both Filipino teachers (mean = 3.33) and teachers from other nationalities (mean = 3.37) displayed similar levels of sociability. Likewise, teaching experience did not result in statistically significant differences in extraversion, with ANOVA values (1.311, $p = 0.290$) and (1.896, $p = 0.130$) confirming that variations across different teaching experience groups were negligible. The highest extraversion levels were observed among teachers with less than five years of experience (mean = 3.89), while those with 16–20 years of experience (mean = 3.03) exhibited the lowest scores. Despite this variation, extraversion did not significantly decline or increase based on years of teaching experience, suggesting that educators generally maintained stable levels of social engagement throughout their careers.

These findings implied that extraversion was influenced more by age than by nationality or teaching experience, reinforcing the idea that younger individuals naturally displayed higher sociability and enthusiasm, while older educators developed a more reserved and introspective approach to classroom interactions over time.

Table 4.4: Difference Between the Teacher Personality Traits in Terms of Agreeableness When Grouped According to Their Profile

Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
20-29 years old	3.68	ANOVA Value = 0.425	0.736	Do not Reject the Hypothesis	Not Significant
30-39 years old	3.40				
40-49 years old	3.49				
50 years old-above	3.30				
Nationality					
Filipino	3.46	T-test Value = -0.199	0.843	Do not Reject the Hypothesis	Not Significant
Other Nationality	3.51				
Total Years of Teaching Experience					
Less than 5 years	3.91	ANOVA Value = 1.597	0.196	Do not Reject the Hypothesis	Not Significant
6-10 years	3.08				
11-15 years	3.26				
16-20 years	3.60				
More than 20 years	3.36				
Total Years of Teaching Experience in Thailand					
Less than 5 years	3.33	ANOVA Value = 0.909	0.490	Do not Reject the Hypothesis	Not Significant
6-10 years	3.36				
11-15 years	3.49				
16-20 years	3.13				
More than 20 years	3.80				

Note: $p\text{-value} \leq 0.05$ – significant, $p\text{-value} > 0.05$ – not significant

The analysis of teacher agreeableness, a personality trait associated with kindness, cooperation, and empathy, revealed no statistically significant differences when grouped according to age, nationality, or years of teaching experience. Among age groups, teachers aged 20–29 years old recorded the highest mean score (3.68), suggesting that younger educators exhibited slightly greater agreeableness. However, the ANOVA value (0.425, $p = 0.736$) indicated that these differences were not statistically significant, meaning that age did not meaningfully impact agreeableness levels among teachers. Similarly, nationality did not show significant differences in agreeableness, as indicated by the T-test value (-0.199, $p = 0.843$). Filipino teachers (mean = 3.46) and teachers from other nationalities (mean = 3.51) demonstrated similar levels of cooperation and empathy, suggesting that nationality did not significantly influence this personality trait.

Regarding teaching experience, educators with less than five years of experience (mean = 3.91) recorded the highest levels of agreeableness, while those with 6–10 years of experience (mean = 3.08) had the lowest. Despite these variations, the ANOVA values (1.597, $p = 0.196$) and (0.909, $p = 0.490$) confirmed that these differences were not statistically significant, meaning agreeableness remained stable throughout a teacher's career.

According to these results, collaboration and empathy were not influenced by outside demographic variables but rather were inherent personality traits. This supported the notion that teachers' interpersonal skills were stable over time and were not significantly impacted by outside factors. Teachers typically exhibited consistent levels of agreeableness regardless of their age, nationality, or number of years of teaching experience.

The results of this study were consistent with previous research that indicated agreeableness was a fundamental personality attribute that was largely constant across demographic profiles. Smith (2024) found that teachers' levels of agreeableness remained constant across age and nationality, highlighting the fact that it fostered relationships with students rather than being influenced by outside forces. Similarly, Njoku (2020) emphasized that agreeableness was an innate quality that was not greatly impacted by cultural background or prior teaching experience. The findings that teacher agreeableness was a constant disposition rather than a fluctuating attribute were supported by these investigations.

Table 4.5: Difference Between the Teacher Personality Traits in terms of Neuroticism When Grouped According to Their Profile

Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
20-29 years old	3.18	ANOVA Value = 0.673	0.576	Do not Reject the Hypothesis	Not Significant
30-39 years old	2.93				
40-49 years old	2.78				
50 years old-above	3.05				
Nationality					
Filipino	2.89	T-test Value = -0.788	0.437	Do not Reject the Hypothesis	Not Significant
Other Nationality	3.06				

Total Years of Teaching Experience					
Less than 5 years	3.00	ANOVA Value = 0.531	0.751	Do not Reject the Hypothesis	Not Significant
6-10 years	2.71				
11-15 years	3.07				
16-20 years	2.84				
More than 20 years	2.90				
Total Years of Teaching Experience in Thailand					
Less than 5 years	3.02	ANOVA Value = 0.251	0.936	Do not Reject the Hypothesis	Not Significant
6-10 years	2.80				
11-15 years	2.94				
16-20 years	2.73				
More than 20 years	3.00				

Note: $p\text{-value} \leq 0.05$ – significant, $p\text{-value} > 0.05$ – not significant

The analysis of teacher neuroticism, a personality trait associated with emotional stability, stress reactivity, and anxiety, revealed no statistically significant differences when grouped according to age, nationality, or years of teaching experience. Among age groups, teachers aged 20–29 years old recorded the highest mean score (3.18), suggesting they experienced slightly higher emotional reactivity compared to older educators. Meanwhile, teachers aged 40–49 years old had the lowest mean score (2.78), indicating greater emotional stability. However, the ANOVA value (0.673, $p = 0.576$) confirmed that age did not significantly impact neuroticism, meaning teachers across all age groups demonstrated relatively consistent emotional tendencies. Similarly, nationality did not show a significant effect on neuroticism, as Filipino teachers (mean = 2.89) and teachers from other nationalities (mean = 3.06) exhibited minor differences, but the T-test value (-0.788, $p = 0.437$) confirmed that these variations were not statistically significant.

In terms of teaching experience, educators with 11–15 years of experience (mean = 3.07) recorded the highest neuroticism score, while those with 6–10 years of experience (mean = 2.71) had the lowest. Despite these fluctuations, the ANOVA values (0.531, $p = 0.751$) and (0.251, $p = 0.936$) confirmed that years of teaching experience did not significantly impact neuroticism levels.

According to these results, emotional stability and stress management in teachers were more likely to represent innate personality qualities than features influenced by outside demographic variables. Educators typically displayed stable levels of neuroticism regardless of age, nationality, or experience, supporting the notion that emotional dispositions were not altered by tenure or professional background but rather remained constant throughout careers.

The results of this study were consistent with previous research that indicated neuroticism was a fundamental personality trait that was largely constant across demographic profiles. According to Roloff et al. (2022), age and teaching experience had no discernible effects on neuroticism, despite the fact that it was linked to burnout risk. In the same way, Smith (2024) discovered that teachers' degrees of neuroticism varied little depending on tenure or ethnicity, highlighting the trait's function as an innate personality trait rather than a demographic result.

Table 5. Relationship between teacher personality traits based on the big 5 and the types of reward systems used

Teacher Personality vs Reward System Used	Computed Pearson r value	Description/Relationship	p-value	Decision	Interpretation
Openness vs Verbal Praise	0.552	Moderate	0.002	Reject the Hypothesis	Significant
Openness vs Extra Points	0.520	Moderate	0.002	Reject the Hypothesis	Significant
Openness vs Stickers	0.195	Very Weak	0.284	Do not Reject the Hypothesis	Not Significant
Openness vs Token/toys	0.157	Very Weak	0.391	Do not Reject the Hypothesis	Not Significant
Openness vs Privilege - Rewards System	0.340	Weak	0.057	Do not Reject the Hypothesis	Not Significant
Openness vs Positive Notes to Parents	0.529	Moderate	0.002	Reject the Hypothesis	Significant
Conscientiousness vs Verbal Praise	0.569	Moderate	0.001	Reject the Hypothesis	Significant
Conscientiousness vs Extra Points	0.639	Strong	0.001	Reject the Hypothesis	Significant
Conscientiousness vs Stickers	0.402	Moderate	0.022	Reject the Hypothesis	Significant
Conscientiousness vs Token/toys	0.213	Weak	0.242	Do not Reject the Hypothesis	Not Significant
Conscientiousness vs Privilege - Rewards System	0.366	Weak	0.039	Reject the Hypothesis	Significant
Conscientiousness vs Positive Notes to Parents	0.318	Weak	0.076	Do not Reject the Hypothesis	Not Significant
Extraversion vs Verbal Praise	0.568	Moderate	0.001	Reject the Hypothesis	Significant
Extraversion vs Extra Points	0.561	Moderate	0.001	Reject the Hypothesis	Significant
Extraversion vs Stickers	0.258	Weak	0.154	Do not Reject the Hypothesis	Not Significant
Extraversion vs Token/toys	0.164	Very Weak	0.369	Do not Reject the Hypothesis	Not Significant
Extraversion vs Privilege - Rewards System	0.226	Weak	0.213	Do not Reject the Hypothesis	Not Significant
Extraversion vs Positive Notes to Parents	0.281	Weak	0.119	Do not Reject the Hypothesis	Not Significant
Agreeableness vs Verbal Praise	0.559	Moderate	0.001	Reject the Hypothesis	Significant
Agreeableness vs Extra Points	0.596	Moderate	0.001	Reject the Hypothesis	Significant
Agreeableness vs Stickers	0.275	Weak	0.127	Do not Reject the Hypothesis	Not Significant
Agreeableness vs Token/toys	0.291	Weak	0.107	Do not Reject the Hypothesis	Not Significant
Agreeableness vs Privilege - Rewards System	0.135	Very Weak	0.462	Do not Reject the Hypothesis	Not Significant
Agreeableness vs Positive Notes to Parents	0.377	Weak	0.034	Reject the Hypothesis	Significant
Neuroticism vs Verbal Praise	0.151	Very Weak	0.410	Do not Reject the Hypothesis	Not Significant
Neuroticism vs Extra Points	0.285	Weak	0.114	Do not Reject the Hypothesis	Not Significant
Neuroticism vs Stickers	0.239	Weak	0.187	Do not Reject the Hypothesis	Not Significant

Neuroticism vs Token/toys	0.544	Moderate	0.001	Reject the Hypothesis	Significant
Neuroticism vs Privilege - Rewards System	0.196	Very Weak	0.283	Do not Reject the Hypothesis	Not Significant
Neuroticism vs Positive Notes to Parents	0.172	Very Weak	0.346	Do not Reject the Hypothesis	Not Significant

The analysis using Pearson's correlation revealed several significant relationships between teacher personality traits and their preferred classroom reward systems. Openness showed a moderate and significant correlation with verbal praise ($r = 0.552$, $p = 0.002$), extra points ($r = 0.520$, $p = 0.002$), and positive notes to parents ($r = 0.529$, $p = 0.002$), indicating that teachers high in openness were more inclined to use these forms of recognition. However, its correlations with stickers, tokens/toys, and privilege-based rewards were weak or very weak and not statistically significant. These findings were corroborated by Sun (2021), who discovered that teachers who demonstrated openness—defined as creativity, flexibility, and emotional expressiveness—were more likely to employ verbal praise and affirming communication to enhance student involvement in EFL classrooms. Similarly, Zhang, Du, and Deng (2021) observed that verbal praise was most effective when offered by teachers with high levels of interpersonal sensitivity and reflective thinking—characteristics closely related to openness. These findings supported the notion that open-minded teachers favored reward systems that emphasized personal growth, effort, and interpersonal connection over material or external rewards.

Conscientiousness was significantly and strongly correlated with the use of extra points ($r = 0.639$, $p = 0.001$) and showed moderate significant correlations with verbal praise ($r = 0.569$, $p = 0.001$) and stickers ($r = 0.402$, $p = 0.022$). It also had a weak but significant relationship with privilege-based rewards ($r = 0.366$, $p = 0.039$), suggesting that more organized and responsible teachers tended to implement structured and consistent reward systems. Its other relationships were not significant. These findings were supported by Shernoff et al. (2020), whose mixed-methods study revealed that teachers with higher levels of conscientiousness were more likely to use praise and structured feedback consistently. The study emphasized that conscientious educators valued routine, accountability, and goal-setting—traits that aligned with the use of extra points, behavior-based incentives, and predictable reinforcement strategies. This supported the idea that conscientiousness contributed to a more systematic and intentional approach to classroom management and student motivation.

For Extraversion, moderate and significant correlations were found with verbal praise ($r = 0.568$, $p = 0.001$) and extra points ($r = 0.561$, $p = 0.001$), reflecting that outgoing teachers were more likely to use socially engaging rewards. However, its correlations with other rewards remained weak and statistically non-significant. These findings were reinforced by Sun (2021), who discovered that teacher praise, particularly verbal affirmations, significantly increased student engagement in EFL classrooms when offered by teachers who were warm and expressive. These characteristics were strongly associated with extraversion, which included friendliness, excitement, and assertiveness. Sun's research stressed that extraverted teachers were more likely to employ praise and motivational feedback as part of their instructional approach, supporting the notion that social interaction influenced their incentive choices.

Agreeableness showed moderate and significant relationships with verbal praise ($r = 0.559$, $p = 0.001$), extra points ($r = 0.596$, $p = 0.001$), and a weak but significant correlation with positive notes to parents ($r = 0.377$, $p = 0.034$), indicating that more compassionate and empathetic teachers often used rewards that affirmed students' behavior and communicated with families. These results were supported by Sun (2021), who found that teacher caring behaviors—including praise and affirming feedback—significantly enhanced student engagement in EFL classrooms. The study emphasized that teachers who exhibited high interpersonal warmth and empathy were more likely to use verbal reinforcement and relational strategies, such as written notes to parents, to foster motivation and emotional connection. These traits aligned closely with agreeableness, reinforcing the idea that compassionate educators naturally gravitated toward recognition-based practices that affirmed student effort and strengthened school-home relationships.

Interestingly, Neuroticism did not show significant correlations with most reward systems, except for a moderate and significant relationship with token/toys ($r = 0.544$, $p = 0.001$). This suggested that teachers with higher emotional reactivity preferred tangible and immediate forms of reinforcement. This was supported by Eckert et al. (2023), who conducted a pilot study in elementary school classrooms using a token-based game to increase student engagement in math. The game incorporated elements of luck and surprise to elicit a reward prediction error, which boosted motivation and task completion. While the study focused on student behavior, it also highlighted that teachers favored token systems because they were simple to implement and reduced classroom stress—especially in managing non-intrinsically motivated learners.

Overall, traits like Openness, Conscientiousness, Extraversion, and Agreeableness demonstrated stronger and more significant associations with reward strategies that were verbal, academic, or relationship-driven. In contrast, Neuroticism appeared to relate more to physical reward systems, such as tokens or toys.

Table 6. What action plan can be proposed based on the findings of the study?

Action Plan on Incentive Scheme

Phase	Objectives	Activities	Person Responsible	Resources	Time Frame
Phase 1: Preparation and Orientation	Increase teachers' awareness of how personality influences classroom management	Conduct an orientation seminar on the Big Five Personality Traits and their impact on teaching	Researcher, School Administrators	Training materials, projector, seminar venue, budget for snacks	once a week after school for 1 Month Month 1
Phase 2: Design and Development	Design a tailored reward system based on teacher personality traits.	Create and adapt reward systems that align with teachers' personalities and students' needs.	Researcher, Teacher Participants	Workshop materials, templates, validation forms, budget for printing	Once a week after school for 1 Month Month 2
Phase 3: Implementation	Enhance student motivation and positive behavior through suitable reinforcement.	Pilot the differentiated reward system in class and track student engagement and behavior throughout the trial.	Teachers, Researcher	Classroom supplies, monitoring sheets, budget for small rewards	Every day for 1 month Month 3
Phase 4: Integration of Christian Values	Integrate Christian values into the classroom reward system.	Integrate Christian principles into the reward system by emphasizing virtues while providing Bible-based comments during the recognition process.	Bible/Values Teachers/Chaplains, Researcher	Bible references, recognition cards, budget for faith-based materials	Every day for 1 month Month 4
Phase 5: Evaluation and Reflection	Evaluate the impact of the system on teaching effectiveness and classroom environment.	Collect input via surveys and interviews, examine how classroom dynamics have changed, and present results together with practical suggestions for long-term success.	Researcher, School Administrator, Teachers	Survey forms, interview guides, evaluation tools, budget for documentation	(2 weeks: Week 1 data collection, Week 2 analysis/reporting) Month 5

Findings

This study examined how teacher personality affected the rewarding practices used in three Adventist schools in Bangkok, Thailand's Vadhana District's lower primary grades. The main goal was to ascertain whether demographic variables such as age, nationality, and years of teaching experience had an impact on the ways in which instructors' personality traits influenced their approaches to classroom rewards. The findings were as follows:

1. The majority of respondents were early to mid-career teachers, according to the statistics, with the largest group being between the ages of 30 and 39, and those between the ages of 40 and 49. There were very few people who were fifty years of age or older. In terms of nationality, Filipino teachers made up the

majority (59.4%), confirming the strong presence of Filipinos in international and private schools in Thailand. For teaching experience, most respondents were new to teaching in Thailand, with 37.5% having less than five years of experience and 50% being early-career educators. Only 12.5% had been teaching in Thailand for 16 years or more.

2. The results demonstrated that teachers typically had balanced and positive personality traits. They exhibited high conscientiousness and openness, which showed that they were flexible, imaginative, accountable, and well-organized. Their moderate agreeableness indicated forbearance and harmony with proper boundaries, while their moderate extraversion suggested a combination of social confidence and reserve. Their neutral neuroticism suggested that they were generally emotionally stable and had tolerable stress levels. Overall, the teachers exhibited character traits that facilitated efficient and flexible teaching.
3. Findings showed that lower primary teachers used different rewarding methods in various ways. Verbal praise was the strategy they used most often, rated as Always, which showed a strong dependence on positive affirmations to encourage students. Extra points and stickers were used only occasionally, indicating they were applied selectively, mainly for academic achievements or exceptional performance. Token or toy rewards were seldom used, pointing to a limited reliance on material incentives. Privilege-based rewards, such as being a line leader or a classroom helper, were sometimes used, making them a moderately common form of non-material reinforcement. Finally, positive notes to parents were also used occasionally, but not consistently, indicating that communication of praise to families happened from time to time. In summary, teachers favored non-material and immediate reinforcement methods, with verbal praise being the most prevalent.
4. The findings indicated that the majority of teacher personality traits—openness, conscientiousness, agreeableness, and neuroticism—did not show significant differences when categorized by age, nationality, or years of teaching experience. This suggested that these four traits were stable, inherent characteristics rather than being influenced by demographic or professional factors. The only notable result was found in extraversion, where age presented a significant difference, with younger teachers demonstrating higher levels of sociability and enthusiasm than their older counterparts. Nationality and teaching experience did not show any significant correlation with extraversion. In summary, the results implied that while most personality traits were consistent across different teacher profiles, extraversion was the sole trait affected by age, revealing generational differences in social energy and interaction styles in the classroom.
5. The findings indicated that different teacher personality traits were linked to the reward systems they implemented. Traits such as openness, conscientiousness, extraversion, and agreeableness showed moderate relationships with verbal praise and extra points, suggesting that teachers with these characteristics preferred verbal and academic rewards. Openness and agreeableness also correlated significantly with sending positive notes to parents, while conscientiousness was related to using stickers and privilege-based rewards. On the other hand, neuroticism did not show a significant link with most reward types, except for a moderate association with tokens or toys, indicating a preference for immediate, tangible rewards. In summary, the

findings suggested that socially oriented and organized traits were associated with praise and performance rewards, while emotionally reactive teachers tended to favor material incentives.

Conclusions

Based on the findings, the following conclusions were drawn:

1. The respondents' profile showed that the teaching staff mainly consisted of early to mid-career educators, mostly aged 30 to 49, with very few older teachers. The notable presence of Filipino teachers emphasized their important role in international and private schools in Thailand. Furthermore, most respondents had limited experience teaching in Thailand, indicating a workforce that was still adjusting and adapting to the local educational environment.
2. The teachers displayed a well-rounded personality—featuring high conscientiousness and openness, moderate agreeableness and extraversion, and emotional stability—which helped them to teach effectively, adaptably, and harmoniously. They adjusted to the local educational setting.
3. Lower primary teachers mainly used non-material, immediate reinforcement methods—particularly verbal praise—to encourage students, while they used material rewards and communication with parents only occasionally and selectively. This showed a preference for intrinsic motivation and affirmations within the classroom rather than external rewards.
4. Teacher personality traits mostly remained stable regardless of age, nationality, or teaching experience, indicating their fundamental consistency. In contrast, extraversion varied greatly with age, as younger teachers showed more sociability—highlighting the differences in classroom interaction styles across generations.
5. Teacher personality traits played a role in their reward strategies: socially oriented and organized teachers (who scored high in openness, conscientiousness, extraversion, and agreeableness) often chose verbal and performance-based rewards. On the other hand, those with higher neuroticism were more inclined to use immediate, tangible rewards like tokens or toys.

Recommendations

In light of the findings and conclusions, the following recommendations are proposed:

1. Participate in self-assessment activities, such as personality profiling, to better understand how personality factors influence teaching and classroom management.
2. Design and implement rewarding strategies that complement one's personality strengths—for example, extroverted teachers may use group celebrations, while introverted teachers may favor individual recognition or reflective activities.
3. Ensure that all forms of rewards, whether tangible or verbal, reflect Christian values and principles of Adventist Education.
4. Conduct professional development programs that focus on personality-aware classroom management and different approaches to motivation and discipline.

5. Encourage collaboration and mentoring among teachers of various personality types to share insightful concepts and promote consistency in the school's reward systems.
6. Support the implementation of a standardized but flexible reward framework that aligns with the school's standards and philosophy.
7. Expand the study to include a broader and more varied sample from other Adventist or Christian schools to validate and generalize the findings.
8. Explore qualitative methods, such as interviews or classroom observations, to gain deeper insights into how teacher personality directly manifests in real-life reward practices.
9. Examine how other factors, such as school culture, leadership style, or student personality, interact with teacher characteristics in influencing classroom motivation and behavior management.

Compliance with Ethical Standards

This study was conducted with full adherence to ethical standards. All respondents provided informed consent and were assured that their identities would remain anonymous throughout the research process. They were not exposed to any physical, psychological, or social harm, and had the freedom to withdraw from participation at any point during data collection. The results of this study were used solely for academic research purposes, with strict respect for data privacy and the well-being of all participants.

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