

The Role of Teachers' Motivation as a Mediator of Teachers' Personality on Job Performance. A Case Study of Education in RAEOA

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ABSTRACT

This study examines how the teacher's motivation plays an important role as a mediator of teacher personality on the job performance in RAEOA Oe-Cusse, Ambeno Education. This study employed a survey to collect data from 299 teachers and used Smart PLS 4.0 for data analysis. The results indicated that the teacher's conscientiousness, extraversion, agreeableness, and openness to experience were positively associated with teaching effectiveness, leading to better job performance. Also, intrinsic and extrinsic motivation significantly influence job performance, both as direct and mediating variables for teachers' personality. This research highlighted that psychological readiness and teacher competence are essential to developing a teaching environment, and that addressing motivational factors could improve teachers' performance and lead to better educational outcomes.

Keywords: Work Motivation, Big Five Personality traits, Job Performance, RAEO Oe-Cusse

1. Introduction

Teacher performance is a key factor in the success of higher education institutions, driving their mission fulfillment and achievement of objectives. Recent studies highlight that lecturer performance is not measured solely by traditional workload indicators but also by leadership, organizational culture, and adaptability to change (Sarmiento, Fernandes, & Lopes, 2024; Srinadi, Putra, & Dewi, 2024). High-quality teacher performance is crucial for improving the overall quality of higher education, as it directly contributes to institutional reputation and student outcomes (Bueno, 2023). Performance can be measured through workload hours that include core activities such as preparing research plans, conducting learning processes and assessments, providing guidance, research training, community service, and other additional tasks, while equity and transparency in workload distribution are increasingly emphasized as critical components (O'Meara et al., 2024; CUPA-HR, 2025).

Various factors influence job performance in higher education institutions, with personality among the most significant. Personality traits such as flexibility, supportiveness, and conscientiousness have been shown to enhance teaching effectiveness and create conducive learning environments (Singh, Kumar, & Sharma, 2017). Recent studies also emphasize that lecturer personality traits, including openness, patience, and responsibility, foster positive motivation and strengthen professional commitment, thereby improving performance outcomes (Sarmiento, Fernandes, & Lopes, 2024; Srinadi, Putra, & Dewi, 2024).

Motivation plays a vital role in shaping teacher performance. Evidence from European, Indonesian, and Middle Eastern contexts demonstrates that motivated teachers achieve higher productivity, more substantial

commitment, and better teaching outcomes (Tršková, 2016; Wibowo, 2016; Alsuwailem & Elnaga, 2016). Furthermore, equitable workload distribution and transparent institutional practices have been identified as critical factors in sustaining motivation and preventing burnout, ultimately leading to improved performance (O'Meara et al., 2024; CUPA-HR, 2025). Teacher personality is strongly linked to performance, showing a positive relationship between personality traits and teaching outcomes (Singh, Kumar, & Sharma, 2017). Motivation also correlates positively with teacher performance, as demonstrated in European and Indonesian contexts (Tršková, 2016; Wibowo, 2016). However, not all research findings are consistent. Some studies reveal negative relationships between teacher personality and performance, influenced by individual attitudes and institutional support (Alsuwailem & Elnaga, 2016; Singh et al., 2017). Poor working conditions and inequitable workload distribution can lead to low motivation and hinder teaching effectiveness, showing that both personality and motivation can have negative impacts when institutional support is lacking (O'Meara et al., 2024; CUPA-HR, 2025).

This study explicitly recognizes that although numerous prior studies have examined the direct relationships among teacher personality, motivation, and job performance, most have been conducted in developed or large developing countries and have produced inconsistent findings regarding the strength and direction of these relationships. Moreover, existing studies often treat personality and motivation as independent predictors, giving limited attention to the mediating role of motivation in explaining how personality traits translate into job performance. There is also a notable lack of empirical evidence from fragile and post-conflict education systems, such as Timor-Leste, particularly

within the Special Administrative Region of Oecusse-Ambeno (RAEOA). This study uniquely contributes by explicitly testing motivation as a mediating variable between teacher personality and job performance within secondary and basic education institutions in RAEOA.

In addition, the global literature establishes that teacher personality and motivation are widely recognized as key determinants of job performance across diverse educational systems. These studies provide a conceptual foundation by identifying consistent patterns and theoretical mechanisms linking individual traits, motivational processes, and performance outcomes. Building on this foundation, the discussion then narrows to evidence from developing and fragile education systems, where institutional capacity, resource limitations, and contextual constraints often shape how these factors operate in practice. Finally, the study situates these insights within the RAEOA context, where teachers face unique challenges related to curriculum adaptation, limited professional development opportunities, and motivational constraints.

Accordingly, the aims of this study are as follows:

1. To examine the effect of teachers' personality on job performance;
2. To analyze the influence of teachers' personality on teachers' motivation
3. To assess the effect of teachers' motivation on job performance
4. To examine the mediating role of motivation in the relationship between teachers' personality and job performance within General Secondary Education and Central Basic Education under SREAS-RAEOA.

2. Literature Review and Conceptual Frameworks

2.1. Personality

Personality, as defined in recent psychological research, encompasses an individual's unique behaviors and characteristics that influence performance and social interaction. Contemporary studies highlight personality as a structured set of traits that consistently explain behavior across contexts, linking it to innovation, creativity, and organizational success (Pletzer & Abrahams, 2025).

The Big Five Model remains a cornerstone in personality psychology, outlining five fundamental dimensions: Extraversion, which describes sociability and assertiveness versus introversion and reserve; Agreeableness, which covers cooperation and trust versus antagonism and scepticism; Conscientiousness, which involves responsibility and organization versus unreliability and disorganization; Emotional Stability, which reflects calmness and confidence versus anxiety and insecurity; and Openness to Experience, which encompasses creativity and curiosity versus conventionality and routine. Recent computational approaches, such as word embeddings and machine learning, have reinforced the cross-cultural validity of these dimensions while also uncovering nuanced

relationships between traits and job performance (Müller & Degaetano-Ortlieb, 2025; Song, Oh, Kim, & So, 2025).

Personality dimensions and indicators can be categorized into five key aspects: Extraversion, involving social interaction and decision-making; Agreeableness, encompassing trust and helpfulness; Conscientiousness, relating to responsibility and adherence to rules; Openness to Experience, including creativity and appreciation for new experiences; and Emotional Stability, involving handling criticism and staying calm under pressure. These dimensions are increasingly studied in workplace contexts, showing strong associations with earnings, innovation, and adaptability (Frontiers in Psychology, 2023; Pletzer & Abrahams, 2025).

Recent findings also suggest that while the Big Five remains robust, new meta-traits such as sociability, integrity, and impulsivity may expand the traditional framework, offering richer insights into how personality influences behaviour and performance in higher education and organizational settings (Neuroscience News, 2025).

2.2. Work Motivation

Motivation, derived from the word "motif," is the force that drives individuals to perform tasks and achieve objectives. It can be classified into intrinsic and extrinsic motivation. Personal satisfaction, creativity, and psychological demands such as ability and independence are sources of intrinsic motivation. Extrinsic motivation, on the other hand, arises from external factors, such as monetary rewards, promotions, and other incentives. The significance of both inner and extrinsic motivators in affecting job happiness and performance is highlighted by Herzberg's theory.

The functions of motivation include guiding behaviour towards goals, providing the energy to sustain actions, and directing behaviour appropriately. Motivation indicators can be internal, such as responsibility and job satisfaction, or external, such as striving for rewards and recognition. Understanding these aspects of motivation is crucial for enhancing job performance and creating a positive work environment. Institutions can leverage Motivation, derived from the word motif, as the driving force that compels individuals to perform tasks and achieve objectives. It is commonly classified into intrinsic and extrinsic motivation. Recent studies emphasize that both intrinsic and extrinsic motivators remain critical in shaping job satisfaction and performance, particularly in modern hybrid and digital workplaces (Peter, 2025; Shinde, 2025).

2.3. Job Performance

Job performance can be defined as the actions and attitudes of employees that contribute to organizational goals. Recent studies emphasize that job performance encompasses the total expected value of employees' behaviours over time, including satisfaction,

collaboration, morality, ambition, and the necessary efforts to meet organizational needs (Bueno, 2023; Sarmiento, Fernandes, & Lopes, 2024). Job performance directly and indirectly supports organizational activities, influences both social and psychological environments, and is often distinguished into task and extra-role performance (Srinadi, Putra, & Dewi, 2024).

Effective teachers are essential, as their efficacy influences students' achievements and institutional success. Performance evaluation is now seen as a continuous process that involves identifying, measuring, and developing individual performance, aligning with organizational goals, and incorporating both formative and summative aspects (O'Meara et al., 2024; CUPA-HR, 2025).

Organizational performance depends heavily on employee performance and contextual factors within the organizational environment. Effective implementation of strategies and achievement of goals requires motivated and committed employees, with high performance, creativity, and innovation being crucial for managerial success and economic stability (Tršková, 2016; Wibowo, 2016; Alsuwailem & Elnaga, 2016). Employee abilities, creativity, work experience, and social structures all influence job performance, while equitable workload distribution and transparent management practices enhance motivation and productivity (O'Meara et al., 2024; CUPA-HR, 2025).

Performance indicators include efficiency, effectiveness, responsibility, punctuality, and creativity in tasks. Recent research highlights that personality significantly influences job performance, motivation, and behaviour. Effective recruitment processes help identify individuals' capacities and abilities, enhancing job performance (Singh, Kumar, & Sharma, 2017). Teachers' characteristics, such as sociability, enthusiasm, and emotional stability, indirectly affect job performance, while personality traits such as extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience play a crucial role in academic motivation and job performance (Frontiers in Psychology, 2023; Pletzer & Abrahams, 2025).

Motivated employees, whether intrinsically or extrinsically driven, exhibit better job performance and commitment. Contemporary studies emphasize the need to understand the mechanisms by which personality and motivation affect job performance, aiming to enhance organizational success and individual achievement (Furnham & Cuppello, 2025; Shinde, 2025).

This study integrates personality and motivation theories into a single coherent model by positioning personality traits as relatively stable individual characteristics that shape motivational processes, which, in turn, influence job performance. Drawing on trait theory, personality dimensions such as conscientiousness, extraversion, agreeableness, and openness are conceptualized as antecedent factors that affect how teachers perceive their roles, respond to work demands, and engage

with their professional environment. Motivation theory, particularly self-determination theory, is then employed to explain the internal mechanisms through which these personality traits are translated into observable performance outcomes. For example, conscientious and open teachers are more likely to experience higher levels of intrinsic motivation, such as personal achievement and commitment to teaching, which subsequently enhances their effectiveness and productivity. Within this integrated framework, motivation functions as both a direct predictor of job performance and a mediating variable that explains how personality traits influence performance. This approach provides a unified theoretical explanation that links stable individual differences to dynamic motivational processes, offering a comprehensive understanding of teacher performance in the RAEOA educational context.

2.4 Conceptual Framework and Hypotheses

2.4.1 The Personality of Teachers Influences Their Job Performance

Personality is a key factor in understanding oneself and enhancing teachers' job performance in the learning process. When teachers engage effectively in the learning process, and the materials taught in class hold value and transfer knowledge to students, they demonstrate good personality traits. Studies show a significant relationship between teachers' personalities and job performance (Mahlamäki et al., 2015). Research on the Big Five personality model indicates that personality positively influences job performance (Bertolino et al., 2013). According to Ryckman (2004), personality characteristics are dynamic and organized traits that influence individuals' behaviour, cognition, and motivation in different situations. Meta-analytic research suggests that personality characteristics can predict job performance and enhance job performance (Rodrigues et al., 2013; Mayer, 2015; Ruffing et al., 2015; Rezaei et al., 2019). Based on these ideas, the researcher hypothesizes that teachers' personalities positively and significantly impact job performance in Secondary General and Central Basic Education in RAEOA, as well as within educational institutions.

2.4.2. The Relationship Between Teachers' Personalities and Job Motivation

Teachers' personalities are essential motivators, as motivation helps students engage effectively in the learning process. The relationship between personality and motivation has been significant, particularly in the Big Five personality model, which shows a strong relationship between these two variables (Grothmann & Reusswig, 2006; Organe et al., 2013; Robbins & Judge, 2015; Mahlamäki et al., 2018). Based on this notion, the researcher hypothesizes that teachers' personalities positively and significantly influence motivation in Secondary General and Central Basic Education in RAEOA.

2.4.3. The Relationship Between Work Motivation and Work Performance

Motivation is a key factor in teachers' effective performance, as a lack of motivation can hinder their performance and affect the learning process. Research shows that job motivation significantly influences job performance. Good job motivation can enhance teachers' performance (Kesumawati & Kristiawan, 2018). To measure motivation and job performance, it's essential for a coordinator to motivate employees to improve their performance, as the success of an organization depends on its employees (Ramlall, 2009). Some studies continue to establish a positive correlation between employee motivation and job performance (Keijzers, 2010; Dinah, 2012; Mruma, 2013; Sudarjat et al., 2015; Tršková, 2016; O'riordan, 2017; Suleiman & Abdulrahman, 2018). Based on these considerations, the researcher hypothesizes that motivation positively and significantly influences teachers' job performance in Secondary General and Central Basic Education in RAEOA.

2.4.4 Teachers' Personalities Impact Job Performance Through the Mediation of Work Motivation

Teacher personalities serve as effective role models for students, the community, and themselves by fostering strong job motivation, which in turn enhances job performance and supports the educational field. Research on the relationship between personality and job performance, such as that by Barrick et al. (2005), indicates that personality traits influence job performance through motivational mechanisms. Studies have shown that motivation mediates the relationship between teachers' personalities and job performance (Icelliglu & Ozden, 2012; Mruma, 2013; Hamdani et al., 2018; Mahlamäki et al., 2018). Based on these insights, the researcher hypothesizes that teachers' personalities positively and significantly impact job performance through the mediation of motivation in Secondary General and Central Basic Education in RAEOA.

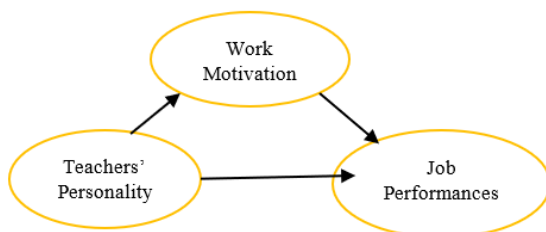


Figure 1. The Conceptual Framework

Therefore, the following hypotheses are formed, and the following conceptual framework is designed as follows: Specifically, the study formulates the following hypotheses: H1: The personality of teachers significantly improves job performance; H2: Motivation is significantly positively impacted by teachers' personality; H3: Job performance is significantly improved by motivation; and

H4: The relationship between teachers' personality and job performance is mediated by work motivation.

3. Research Method

This research uses a quantitative method. Quantitative methods are research approaches that apply established theories to understand the relationships among variables in a given study. In this way, it is possible to test the relationship between three main variables using numerical data. Testing the relationship between variables is conducted using numerical data and statistical procedures. Recent methodological studies emphasize that quantitative research involves inferential testing approaches to justify hypotheses that have been previously defined, which can either be accepted or rejected, showing whether the research results have a positive influence (Hair, Hult, Ringle, & Sarstedt, 2021; Ramayah, Cheah, Chuah, Ting, & Memon, 2018).

3.1 Research Location

This research was carried out at the Regional Secretariat of Education and Social Affairs, 11 General Secondary Education, and 21 Central Basic Education in RAEOA.

3.2 Population and Sample

Population refers to the group that attracts the researcher and becomes the object of study. According to Sugiyono (2014), a population is the general area that contains objects or subjects with qualities and characteristics determined by the researcher, from which conclusions are drawn about the entire population, whether the results are obtained through counting or the measurement of quantity. In this research, the population consists of 450 staff members from the Regional Secretariat of Education and Social Affairs and 731 teachers from General Secondary Education and Central Basic Education in RAEOA. This study applied the Slovin formula for the sample calculation with 5% margin of error. The total sample is 299.

3.3 Proportional Data

The study employed stratified random sampling to ensure adequate representation of teachers from both General Secondary Education and Central Basic Education institutions within the Regional Secretariat of Education and Social Affairs (SREAS-RAEOA). Each educational level constituted a distinct stratum, from which respondents were randomly selected to minimize sampling bias and enhance the sample's representativeness. This approach was considered appropriate given the heterogeneous characteristics of teachers across educational levels and enabled more accurate generalization of the findings within the RAEOA context.

3.4 Techniques and Instruments for Data Collection

Data collection techniques are the processes researchers use to gather information on the variables that are the primary focus of the study. Data collection is a crucial stage in any research because the data obtained becomes the fundamental basis for answering the research questions. The data collection technique used in this study was a questionnaire, a set of questions presented in a clear, structured format. Recent methodological studies emphasize that questionnaires remain among the most widely used instruments in social science research, enabling researchers to systematically measure perceptions, attitudes, and behaviours (Taherdoost, 2019; Hair, Page, & Brunsveld, 2020).

3.5 Data Analysis Techniques

Inferential analysis in this research employs the Smart-Partial Least Squares (PLS) program to analyze the collected data. The reason for choosing PLS is that this data analysis tool can be applied to small samples (a minimum of 30), reflective/formative indicators, and multi-variable testing (Hair et al., 2014). When a study is developed using the PLS program as the instrument for data analysis, it usually proceeds through two stages: (a) Measurement model testing, to assess the validity and reliability of the constructed indicators. (b) Structural model testing, to determine whether or not there is an influence between variables and the correlation between constructs, use the T-test provided by PLS itself.

4. Results and Discussions

4.1 Demographic Information of the Respondents

The research included 299 respondents from secondary and central basic education teachers in RAEOA, with data collected via Google Forms, WhatsApp links, and hard copies for those without internet access. The study revealed a near-equal gender distribution, with predominantly teachers aged 30-39, most of whom were married and held bachelor's degrees. Personality traits such as agreeableness, extraversion, conscientiousness, and openness scored highest, indicating their importance in facilitating learning. Intrinsic motivation significantly outweighed extrinsic motivation, emphasizing the value teachers place on internal drives and personal satisfaction in their roles. The majority of respondents were aged 30-39 (35.45%), followed by those aged 40-49 (30.10%) and 50-59 (20.74%). In terms of position, 62.88% were teachers, 33.78% were disciplinary teachers, and the rest held other roles. Most respondents were married (90.97%) and had a bachelor's degree (45.82%), followed by those with a licentiate degree (29.77%) and complementary courses (18.06%). The study shows that the majority of respondents are male (50.84%), aged 30-39 (35.45%), and predominantly teachers (62.88%). Most respondents are married (90.97%) and hold a bachelor's degree (45.82%), highlighting the impact of educational level on teaching quality and school conditions, which means the

more mature and experienced you are and the higher the level of education you have, the better your job performance will be.

4.2 Statistical Inferential Analysis

Partial Least Squares Structural Equation Modeling (PLS-SEM) with Smart-PLS 4.0 is used for the inferential analysis in this study. The outer and inner models are the two phases of the process.

4.2.1 Outer Model Analysis

To test discriminant validity, the Fornell-Larcker Criterion and Heterotrait-Monotrait (HTMT) ratio are used. Furthermore, the Average Variance Extracted (AVE) values for each item are higher than those for other constructs, confirming validity based on the Fornell-Larcker Criterion. Similarly, all HTMT values are below 0.9, indicating strong discriminant validity. Hypothesis testing through SMART-PLS 4.0 shows strong validity and reliability across all indicators (Table 1).

To assess reliability and validity, variables are analysed using Outer Loading (OL), Cronbach's Alpha (CA), and Composite Reliability (CR). A variable is deemed reliable if CA and CR values are above 0.70; values above 0.60 are also acceptable for initial studies (Hair et al., 2014). Table 2 shows CA and CR values above 0.70, indicating high reliability. For validity, both Composite Validity and Discriminant Validity are tested. Composite Validity employs OL and Average Variance Extracted (AVE), where AVE values must exceed 0.5 and OL values should be over 0.7. Values above 0.6 are considered valid for initial studies.

The study found that teachers are highly self-motivated, a factor crucial to managing their educational roles effectively. Job performance, as measured through various teaching practices, yielded high scores on items related to lesson planning and creativity. Reliability and validity testing confirmed the robustness of the data and constructs, with all items showing high reliability and validity. The findings underscore the importance of psychological readiness and intrinsic motivation in enhancing job performance and overall teaching quality.

4.2.2 Inner Model Analysis

The R-square values in Table 3 below show how well the independent variables explain the variation in the dependent variables, Work Motivation and Work Performance, with moderate to strong predictive power. In regression analysis, R^2 measures the proportion of variance in the dependent variable that can be explained by the independent variable(s). For Work Motivation, an R^2 of 0.311 indicates that about 31.1% of the variation in motivation is described by the model, suggesting a moderate relationship. For Work Performance, the R^2 is 0.478, indicating that 47.8% of the variation in performance is explained, which reflects a stronger model fit. The adjusted R-square values (0.309 for

motivation and 0.474 for performance) slightly change with the number of predictors, providing a more accurate measure for model comparison. These values suggest that the regression models are reasonably practical, especially for predicting performance.

Table 1. The Heterotrait-Monotrait (HTMT)

	P1	P2	P3	P4	P5	WM1	WM2	WM
P1								
P2	0.728							
P3	0.780	0.814						
P4	0.715	0.742	0.747					
P5	0.686	0.661	0.717	0.513				
P	0.631	0.547	0.709	0.813	0.844			
WM1	0.453	0.494	0.484	0.471	0.468			
WM2	0.552	0.436	0.545	0.398	0.535	0.539		
WM	0.591	0.546	0.605	0.511	0.590	0.571	0.835	
WP	0.564	0.593	0.588	0.483	0.705	0.460	0.741	0.707

Table 2. Composite Reliability, Cronbach’s Alpha, and AVE

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Personality	0.884	0.887	0.901	0.500
Work Motivation	0.759	0.762	0.833	0.504
Work Performance	0.902	0.904	0.918	0.515

Table 3. R-Square

	R-square	R-square adjusted
Work Motivation	0.311	0.309
Work Performance	0.478	0.474

4.3 Hypothesis Testing

Table 4 and Figure 2 show that the hypothesis testing of this research model, which is based on the research objectives, such as:

- a) Hypothesis H1: The relationship between teacher personality and job performance was tested using SMART-PLS. The T-value of 6.768 and P-value of 0.000 indicate that teacher personality has a positive and significant influence on job performance (T-value > 1.96, P-value < 0.05). Thus, Hypothesis H1 is substantial and accepted. Based on the original sample value of 0.424, a unit increase in personality will increase job performance by 0.424.
- b) Hypothesis H2: The relationship between teacher personality and job motivation is also positive and significant, with a T-value of 12.367 and a P-value of 0.000. These values show that teacher personality

significantly influences job motivation (T-value > 1.96, P-value < 0.05). Therefore, Hypothesis H2 is significant and accepted. Based on the original sample value of 0.558, a unit increase in personality will increase work motivation by 0.558.

c) Hypothesis H3: The relationship between job motivation and job performance shows a positive and significant result, with a T-value of 6.332 and a P-value of 0.000. This indicates that higher levels of job motivation, both intrinsic and extrinsic, are associated with better job performance. Hence, Hypothesis H3 is significant and accepted. Based on the original sample value of 0.358, a unit increase in job motivation will increase job performance by 0.358.

d) Hypothesis H4: The indirect effect (mediation effect) of job motivation on the relationship between teacher personality and job performance was tested. The T-value of 5.518 and P-value of 0.000 indicate that job motivation positively and significantly influences the relationship between teacher personality and job performance. Thus, Hypothesis H4 is significant and accepted. Based on the original sample value of 0.200, a unit increase in teachers’ personality and job motivation will increase job performance by 0.200.

Table 4. T and P Value in Path Coefficients for Hypothesis Testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
Personality -> Work Motivation	0.558	0.560	0.045	12.367	0.000
Personality -> Work Performance	0.424	0.424	0.063	6.768	0.000
Work Motivation -> Work Performance	0.358	0.363	0.057	6.332	0.000
Personality -> Work Motivation -> Work Performance	0.200	0.203	0.036	5.518	0.000

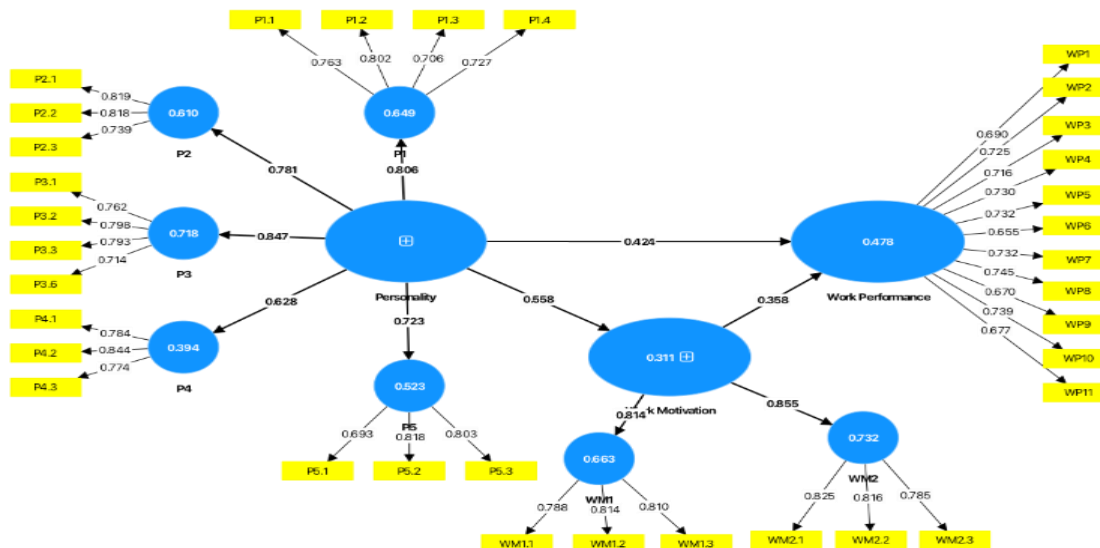


Figure 2. Hypothesis Testing for the Model

5. Discussions

Based on the objectives and results of this study, the discussion is presented as follows:

There is a significant relationship between teacher personality and job performance. This study reveals that teacher personality significantly impacts job performance at both secondary and central basic education levels, with the Big Five Personality traits (extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience) playing a crucial role. High scores in extraversion and agreeableness suggest that social and cooperative traits positively influence teaching effectiveness, while conscientiousness highlights teachers' diligence and organization. Though emotional stability scores were lower, the overall findings support the idea that these personality dimensions enhance job performance, consistent with previous research. This study is consistent with earlier studies of Müller & Degaetano-Ortlieb (2025) and Song, Oh, Kim, & So (2025). This insight emphasizes the importance of fostering these traits to improve teaching quality and student outcomes in RAEOA.

The second hypothesis test discussed that teacher personality significantly influences their motivation. The

study indicates a positive and significant relationship between personality traits and motivation. This finding is consistent with previous research by Grothmann & Reusswig (2006), Organe et al. (2013), Robbins & Judge (2015), and Mahlamäki et al. (2018). This study suggests that teachers with positive personality traits are more likely to exhibit higher motivation, thereby enhancing their job performance and overall teaching quality.

The third hypothesis test discussed that the research indicates that the intrinsic motivation, stemming from within individuals, positively influences behaviour, performance, and well-being. In contrast, extrinsic motivation relies on external rewards and recognition. The result of this study is consistent with the previous studies of Keijzers (2010), Dinah (2012), Mruma (2013), Sudarjat et al. (2015), Tršková (2016), O'riordan (2017), and Suleiman & Abdulrahman (2018). This means job performance results from the quality and quantity of work achieved through employees' skills and responsibilities, significantly enhanced by intrinsic and extrinsic motivations.

The last hypothesis would be discussed, which states that work motivation mediates the positive relationship between personality and job performance, indicating that good motivation leads to better

performance and success in educational roles. These findings align with previous research (Grothmann & Reusswig, 2006; Organe et al., 2013; Robbins & Judge, 2015; Mahlamäki et al., 2018) showing a significant positive relationship between teacher motivation and job performance. The research implies that both internal and external factors influencing job motivation can mediate the relationships among teacher personality, job performance, and motivation and performance. Good job performance is due to responsibility and a passion for teaching, enhanced by creativity and positive relationships with students. Intrinsic motivation, stemming from internal drives and creativity, positively influences behaviour, performance, and well-being. Extrinsic motivation, driven by external rewards like salary and recognition, also plays a role. The findings suggest that the government should focus on improving the job performance of secondary and central basic education teachers in RAEOA by addressing these motivational factors.

6. Conclusions and Implications

The objectives of this study are: 1. To examine the effect of teachers' personality on job performance; 2. To analyze the influence of teachers' personality on teachers' motivation 3. To assess the effect of teachers' motivation on job performance 4. To examine the mediating role of motivation in the relationship between teachers' personality and job performance within General Secondary Education and Central Basic Education under SREAS-RAEOA. The findings confirm that key personality traits, such as conscientiousness, extraversion, agreeableness, and openness, positively influence job performance and motivation. Motivation was also shown to enhance job performance significantly and to mediate the relationship between personality and performance, thereby validating the proposed hypotheses. By achieving these objectives, the study provides both theoretical and practical insights into how teacher personality and motivation interact to improve teaching effectiveness, offering evidence-based recommendations for educational policy and teacher development programs in RAEOA.

In general, the study confirms that teachers' personality traits—such as conscientiousness, extraversion, agreeableness, and openness—positively influence job performance. That motivation both directly enhances performance and mediates the relationship between personality and job effectiveness. Theoretically, the study contributes to educational psychology and organizational behavior by integrating personality and motivation theories into a coherent framework, demonstrating how intrinsic motivational mechanisms translate stable personality traits into observable teaching performance, particularly in the context of RAEOA's education system. Policy and managerial implications include the need for education authorities to implement

targeted professional development programs that cultivate key personality traits, establish structured recognition and mentoring systems to boost intrinsic motivation, and foster supportive school environments that enhance teacher performance. By distinguishing these elements, the study provides straightforward, actionable guidance for both advancing theory and improving educational practice.

7. Limitations and Future Research

Researchers should employ mixed methods to enhance the comprehensiveness of quantitative data and conduct studies in other industries in Timor-Leste to support broader generalization, as this study focuses only on secondary and basic education. Future researchers should also pay closer attention to resources and references to enhance the quality and credibility of their studies, thoroughly prepare for the data collection process, and use additional instruments such as interviews, observations, and documentation to strengthen the research.

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