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Personality-Based Human Resource Development: The Mediating Role of Tree HR Personality in Teacher Professionalism

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Abstract

Teacher development often emphasizes training inputs but leaves unclear how motivation and capability translate into sustained professional conduct. This study tests a personality-based human resource development model in which Tree HR Personality mediates the effects of motivation, teaching style, and interpersonal skills on professionalism. A cross-sectional survey involved 184 active teachers from 35 elementary schools in Dramaga District, Bogor Regency, Indonesia. We analyzed five-point Likert data using partial least squares structural equation modeling. Teaching style directly predicted professionalism ($\beta = 0.369$, $p < 0.001$), whereas motivation and interpersonal skills did not. All antecedents predicted Tree HR Personality, led by teaching style ($\beta = 0.450$), motivation ($\beta = 0.321$), and interpersonal skills ($\beta = 0.180$). Tree HR Personality predicted professionalism ($\beta = 0.461$, $p < 0.001$), fully mediated motivation ($\beta = 0.155$) and interpersonal skills ($\beta = 0.087$), and partially mediated teaching style ($\beta = 0.217$). The model explained 77.7% of Tree HR Personality and 78.2% of professionalism. The findings position Tree HR Personality as an integrative HRD mechanism that converts personal resources into consistent professional behavior while highlighting the need to refine discriminant validity between related constructs.

Keywords human resource development, personality-based HRD, tree HR personality, teacher professionalism, mediation, PLS-SEM.

1. Introduction

Teacher professionalism is both a human resource development (HRD) outcome and an institutional capability. Schools depend on teachers who can transform subject knowledge, pedagogical judgment, ethical responsibility, and social competence into reliable learning practices. Formal qualifications and professional status provide an important foundation, but they do not automatically ensure that teachers adapt instruction, learn continuously, collaborate constructively, or respond effectively to diverse student needs. For this reason, contemporary teacher development is increasingly understood as a process that changes knowledge, beliefs, identity, judgment, and practice rather than as attendance at isolated training events (Avalos, 2011; Darling-Hammond et al., 2017).

The HRD problem is therefore not merely whether teachers possess resources, but how those resources are converted into professional behavior. Motivation supplies direction, persistence, and willingness to improve. Teaching style makes pedagogical capability visible through

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classroom choices. Interpersonal skills enable empathy, communication, and productive relationships. Yet each resource can remain latent or fragmented. A motivated teacher may persist without changing ineffective routines; a socially skilled teacher may build rapport without improving instructional quality; and a teacher with an effective instructional repertoire may apply it inconsistently when professional identity and self-regulation are weak. These possibilities suggest a conversion mechanism between individual resources and professional outcomes.

Human resource development research commonly links learning, capability, performance, and organizational results, but personality is often treated as a stable background characteristic rather than as an integrative developmental architecture. This treatment can obscure the process through which motives, cognitive orientations, temperament, and behavioral tendencies become coordinated. Personality-based HRD addresses this gap by viewing personality not as a label used for selection, but as a development lens for reflection, coaching, role alignment, and behavior change. In educational organizations, such a lens is especially relevant because professional work is relational, discretionary, and highly dependent on judgment.

The Tree HR Model offers a systems metaphor for this process. Its roots represent values, motivation, spirituality, and inner character; the trunk represents mindset, competence, and the capacity to act; and the tree's branches and fruit represent behavior, performance, contribution, and impact (Ramly & Tanjung, 2021; Ramly et al., 2024). Tree HR Personality operationalizes the internal pattern connecting these layers through personality energy, thinking orientation, temperament, and behavioral expression (Ramly et al., 2025). In this study, Tree HR Personality is positioned as a mediator: it explains how motivation, teaching style, and interpersonal skills are organized into a more coherent pattern of professional conduct.

Prior studies generally examine teacher motivation, teaching practices, interpersonal competence, or professionalism separately. Such studies demonstrate useful bivariate relationships but provide less insight into why a personal resource sometimes predicts professional performance and sometimes does not. The mediating perspective is important because it distinguishes possession from enactment. It also creates a more actionable HRD model: if motivation and social competence work through personality integration, schools should design development programs that connect reflection and identity with coaching, practice, feedback, and role-specific action.

This study asks whether Tree HR Personality mediates the relationships between three teacher resources—motivation, teaching style, and interpersonal skills—and teacher professionalism. It contributes in three ways. First, it reframes teacher professionalism as a personality-based HRD outcome. Second, it empirically tests the Tree HR Model as a structural conversion mechanism rather than only a conceptual metaphor. Third, it translates the mediation pattern into an integrated teacher-development architecture. The central argument is that motivation and capability matter most when they are internalized into a coherent personality, mindset, discipline, and behavioral pattern.

Indonesian educational and managerial context. The Indonesian context makes this conversion

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problem especially salient. National regulation defines teachers as professional educators and emphasizes pedagogical, personality, social, and professional competence (Republik Indonesia, 2003, 2005). The framework is multidimensional by design: professionalism involves what teachers know, how they teach, how they relate to others, and how they conduct themselves. However, governance instruments often assess these dimensions separately. Certification verifies formal eligibility, training records document participation, and supervision observes selected practices. A personality-based HRD model can connect these fragments by asking whether development resources have become a coherent and sustainable pattern of professional behavior. This integration is also relevant under digital transformation. Teachers increasingly need to select digital tools, interpret learning information, communicate across multiple channels, and maintain humane relationships in technology-mediated settings. Technology training can expand technical options, but adaptive use depends on motivation, judgment, confidence, openness, and self-regulation. The Tree HR logic therefore does not place personality in opposition to competence. It treats personality integration as the means through which competence is selected, adapted, and applied responsibly in context. At the managerial level, a single model can help align recruitment, induction, professional development, coaching, performance conversations, and career planning. Such alignment should not turn personality assessment into a high-stakes filter. Its value lies in creating a shared vocabulary for development and linking that vocabulary to observable work requirements. This distinction protects fairness while preserving the diagnostic benefit of the framework.

2. Literature Review

Personality-based human resource development. HRD concerns the development of individual and collective capacity to improve present performance and enable future contribution. Its interventions include learning, career development, organization development, coaching, feedback, and work design. A strategic HRD perspective requires more than delivering programs; it requires a plausible theory of how learning resources become behavior and performance. Personality-based HRD supplies such a mechanism by connecting self-knowledge, motivational regulation, cognitive preferences, emotional tendencies, and repeated action. The objective is not to place people in rigid categories, but to help individuals recognize patterns, regulate less productive tendencies, mobilize strengths, and align behavior with professional demands. This developmental interpretation is consistent with self-determination theory. When autonomy, competence, and relatedness are supported, motivation becomes more internalized and behavior becomes more self-endorsed and persistent (Deci & Ryan, 2000; Ryan & Deci, 2020). Internalization is critical: an external expectation can generate temporary compliance, while integrated regulation is more likely to sustain professional behavior. Tree HR Personality is conceptually compatible with this view because it represents the organized expression of inner energy, thinking patterns, temperament, and behavior. It may therefore explain why motivation and competence vary in their professional consequences. Teacher learning is similarly situated within an interacting system. Professional development changes practice when teachers have opportunities for active learning, collaboration, modeling, feedback, reflection, and sustained application (Darling-Hammond et al., 2017). Opfer and

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Pedder (2011) argue that teacher learning emerges from interactions among the individual, school, and learning activity. Personality-based HRD adds the internal architecture of enactment to this systems view: the same development opportunity may be interpreted and enacted differently depending on how the teacher integrates motivation, cognition, emotion, and habitual behavior.

Motivation, Tree HR Personality, and professionalism. Motivation is the root-level energy that initiates and sustains goal-directed effort. In professional teaching, it can appear as enthusiasm, persistence, responsibility, and willingness to learn. Self-determination theory predicts higher-quality functioning when motivation is autonomous and internalized. Nevertheless, motivational energy is not equivalent to professional execution. A teacher may value improvement but lack a coherent routine for translating intention into adaptive instruction, evidence use, or sustained development. Thus, motivation should contribute to professionalism, but its effect may depend on personality-based internalization. Within the Tree HR framework, motivation nourishes the internal system from which mindset and behavior develop. Repeated reflection, disciplined action, and constructive self-regulation can convert motivational energy into a more adaptive personality expression. Motivation is therefore expected to strengthen Tree HR Personality, which in turn should carry part or all of motivation's effect to professionalism. The mediation hypothesis does not deny the value of motivation; it specifies the process required for motivation to become professionally consequential.

H1: Motivation has a positive effect on teacher professionalism.

H2: Motivation has a positive effect on Tree HR Personality.

H8: Tree HR Personality mediates the effect of motivation on teacher professionalism.

Teaching style, Tree HR Personality, and professionalism

Teaching style is the patterned way a teacher organizes learning, communicates material, activates participation, manages the classroom, and adapts to learners. Because it is directly embedded in work execution, teaching style is closer to professional performance than a general attitude or motive. Adaptive, clear, and participatory teaching demonstrates pedagogical competence and should therefore have a direct relationship with professionalism. Teaching style may also shape personality expression through behavioral repetition. Teachers who repeatedly plan interactive lessons, invite student participation, explain content clearly, and respond flexibly to classroom information reinforce confidence, openness, discipline, and task orientation. In the Tree HR metaphor, teaching style is a trunk-level capability through which root-level values become visible action. Its influence may consequently operate through two routes: a direct competence-to-performance route and an indirect route through Tree HR Personality.

H3: Teaching style has a positive effect on teacher professionalism.

H4: Teaching style has a positive effect on Tree HR Personality.

H9: Tree HR Personality mediates the effect of teaching style on teacher professionalism.

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Interpersonal skills, Tree HR Personality, and professionalism. Interpersonal skills enable teachers to recognize others' needs, communicate ideas, manage differences, and build trust. These abilities are essential in work that depends on teacher–student, teacher–parent, and colleague relationships. They contribute to a constructive learning climate and support the social dimension of professional competence. Yet interpersonal fluency alone may not guarantee planning quality, pedagogical rigor, or disciplined follow-through. Its professional effect may depend on how it is integrated with values, mindset, and consistent work behavior. Tree HR Personality provides a plausible integrating mechanism. Empathy and communication become more reliable professional resources when they are connected with self-regulation, role responsibility, adaptive thinking, and stable behavioral tendencies. This perspective predicts both a direct relationship and an indirect relationship through Tree HR Personality, while allowing the empirical test to reveal whether the direct route remains after the mediator is included.

H5: Interpersonal skills have a positive effect on teacher professionalism.

H6: Interpersonal skills have a positive effect on Tree HR Personality.

H10: Tree HR Personality mediates the effect of interpersonal skills on teacher professionalism.

Tree HR Personality and teacher professionalism. Teacher professionalism integrates pedagogical, professional, social, and personality competence with ethical responsibility and continuous learning. This multidimensional outcome requires coherence: knowledge must guide judgment, motives must sustain effort, and relational capability must be expressed in contextually appropriate behavior. Tree HR Personality captures this coherence at the person level. Stronger integration should make professional conduct more stable across changing demands. The proposed mediator is therefore not an additional trait placed beside motivation and competence. It is the architecture through which these resources are coordinated and enacted. This proposition distinguishes the model from additive approaches that assume each antecedent independently produces professionalism.

H7: Tree HR Personality has a positive effect on teacher professionalism.

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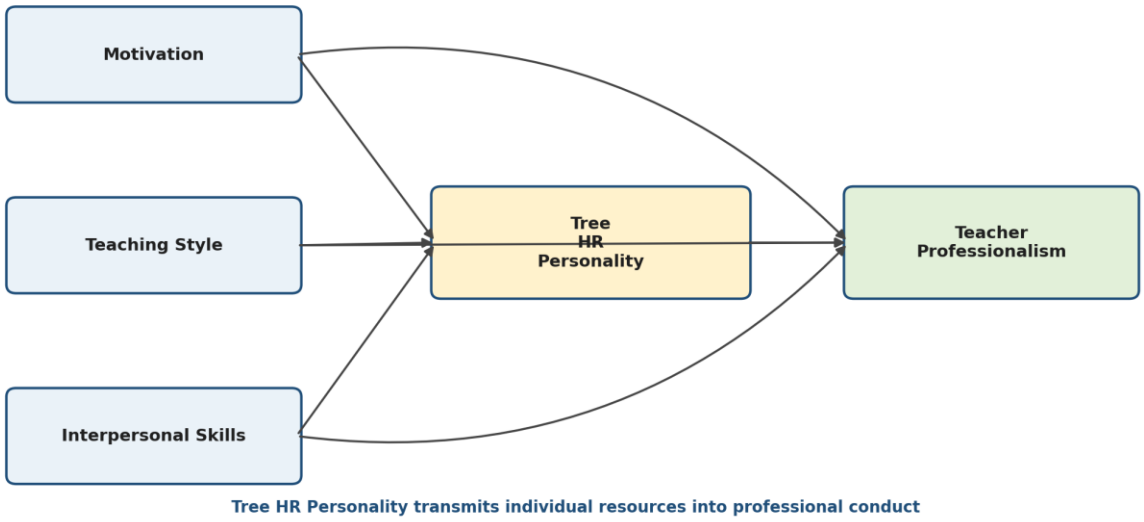

Figure 1. Conceptual research model. Source: Developed by the authors from the Tree HR Model.

Table 1. Hypothesis map

Hyp.	Antecedent	Outcome / pathway	Expected effect
H1	Motivation	Professionalism	Positive direct
H2	Motivation	Tree HR Personality	Positive direct
H3	Teaching style	Professionalism	Positive direct
H4	Teaching style	Tree HR Personality	Positive direct
H5	Interpersonal skills	Professionalism	Positive direct
H6	Interpersonal skills	Tree HR Personality	Positive direct
H7	Tree HR Personality	Professionalism	Positive direct
H8	Motivation	Via Tree HR Personality	Positive indirect
H9	Teaching style	Via Tree HR Personality	Positive indirect
H10	Interpersonal skills	Via Tree HR Personality	Positive indirect

3. Research Method

Design, setting, and participants. The study used a quantitative explanatory design with a cross-sectional survey. This design was appropriate because the purpose was to estimate direct and indirect relationships among latent variables within a single structural model. The research was conducted in Dramaga District, Bogor Regency, Indonesia. The setting covered 35 elementary schools—34 public schools and one private school—providing broad institutional representation within the district. The population consisted of 340 teachers. A minimum sample

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of 184 was determined using the Slovin formula with a five-percent margin of error. Purposive sampling was applied to ensure that respondents were active teachers, directly involved in classroom learning, and willing to participate. All 184 usable responses were retained, representing 54.1% of the population. The available study archive reports institutional coverage but does not contain disaggregated age, gender, tenure, or certification data; consequently, the analysis does not claim demographic representativeness beyond the defined occupational and institutional setting.

Measures and data collection. Data were collected using a structured questionnaire with a five-point Likert response format. Motivation was represented by self-reflection, work enthusiasm, and task focus. Teaching style captured adaptive learning, active student involvement, and clarity of material delivery. Interpersonal skills represented pedagogical empathy, effective communication, and relationship-building ability. Tree HR Personality represented task-oriented introverted and extroverted behavioral expressions within the broader Tree HR architecture. Teacher professionalism represented pedagogical, professional, social, and personality competence consistent with Indonesian teacher standards. The initial measurement model included nine indicators for teaching style, nine for interpersonal skills, nine for motivation, twelve for Tree HR Personality, and nine for professionalism. Three interpersonal items and four motivation items with loadings below 0.70 were removed during measurement-model refinement. The final model retained 41 indicators: nine teaching-style items, six interpersonal-skill items, five motivation items, twelve Tree HR Personality items, and nine professionalism items. This item-retention decision improved convergent validity, but it also means that future studies should cross-validate the shortened measures in an independent sample rather than treat the present specification as final.

Analytical procedure. Partial least squares structural equation modeling (PLS-SEM) was performed in SmartPLS. PLS-SEM was selected because the study emphasized prediction and mediation in a model containing multiple latent constructs and indirect paths. Measurement-model evaluation examined indicator loadings, average variance extracted (AVE), Cronbach's alpha, composite reliability, cross-loadings, the Fornell–Larcker criterion, and the heterotrait–monotrait ratio (HTMT). Thresholds followed established guidance: retained indicator loadings were expected to approach or exceed 0.70, AVE should exceed 0.50, and internal-consistency coefficients should fall within an acceptable range (Hair et al., 2022). HTMT values were evaluated primarily against the conservative 0.90 benchmark (Henseler et al., 2015). Structural-model evaluation examined standardized path coefficients, coefficients of determination, and bootstrapped direct and indirect effects. A relationship was treated as significant when the two-tailed p-value was below 0.05. Mediation type was determined from the joint pattern of direct and indirect effects. A significant indirect effect accompanied by a nonsignificant direct effect was interpreted as indirect-only (full) mediation; significant direct and indirect effects in the same direction were interpreted as complementary partial mediation (Zhao et al., 2010). Because the archived output did not report the number of bootstrap subsamples, no unsupported resampling count is asserted here.

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4. Finding and Discussion

Measurement model. All retained indicators loaded at or above 0.720 after refinement. AVE ranged from 0.617 to 0.678, exceeding the 0.50 threshold. Cronbach's alpha ranged from 0.876 to 0.948, while composite reliability ranged from 0.877 to 0.950. These values support indicator reliability, convergent validity, and internal consistency. Table 1 summarizes the final measurement model.

Table 2. Measurement-model quality

Construct	Items retained	Loading range	AVE	Cronbach α	Composite reliability
Motivation	5	.805–.866	.678	.881	.882
Teaching style	9	.760–.848	.634	.921	.922
Interpersonal skills	6	.762–.810	.617	.876	.877
Tree HR Personality	12	.720–.862	.638	.948	.950
Teacher professionalism	9	.736–.851	.656	.934	.936

Source: SmartPLS output processed by the authors.

Table 3. Fornell–Larcker matrix

Construct	TS	IS	MOT	PROF	THP
Teaching style (TS)	.803				
Interpersonal skills (IS)	.819	.785			
Motivation (MOT)	.761	.725	.823		
Professionalism (PROF)	.836	.753	.720	.810	
Tree HR Personality (THP)	.842	.781	.794	.852	.799

Source: SmartPLS output. Diagonal values are the square roots of AVE; off-diagonal values are construct correlations.

Discriminant validity requires a more cautious interpretation. Every retained indicator loaded most strongly on its designated construct, but several construct correlations were high. HTMT values ranged from 0.793 to 0.914. Two pairs slightly exceeded 0.90: teaching style–interpersonal skills (0.914) and Tree HR Personality–professionalism (0.903). In addition, the Fornell–Larcker criterion was not satisfied for all pairs because several interconstruct correlations exceeded the square root of AVE. These patterns indicate conceptual proximity among behavioral teaching constructs rather than clean empirical separation.

The overlap is theoretically understandable. Teaching style and interpersonal skills are both enacted in classroom interaction, while Tree HR Personality and professionalism both contain behavioral and personality-related manifestations. Nevertheless, theoretical plausibility does not eliminate the measurement concern. The structural coefficients should therefore be interpreted as evidence from an initial model, and future validation should refine item wording, reduce content redundancy, and test higher-order or alternative measurement structures. Reporting this limitation is preferable to labeling all constructs unconditionally distinct.

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Table 4. HTMT discriminant-validity assessment

Construct pair	HTMT	Assessment
Teaching style – Interpersonal skills	.914	Above .90; refine
Teaching style – Motivation	.845	Acceptable
Teaching style – Professionalism	.899	Borderline
Teaching style – Tree HR Personality	.899	Borderline
Interpersonal skills – Motivation	.827	Acceptable
Interpersonal skills – Professionalism	.830	Acceptable
Interpersonal skills – Tree HR Personality	.857	Acceptable
Motivation – Professionalism	.793	Acceptable
Motivation – Tree HR Personality	.868	Acceptable
Professionalism – Tree HR Personality	.903	Above .90; refine

Source: SmartPLS output processed by the authors. Assessment uses .90 as the primary benchmark.

Explanatory power and direct effects. The model explained 77.7% of the variance in Tree HR Personality (adjusted $R^2 = 0.773$) and 78.2% of the variance in teacher professionalism (adjusted $R^2 = 0.777$). These values indicate substantial in-sample explanatory power. They should not be interpreted as out-of-sample predictive accuracy because a PLSpredict or comparable holdout assessment was not available in the archived results. Teaching style was the strongest predictor of Tree HR Personality ($\beta = 0.450$, $t = 5.286$, $p < 0.001$), followed by motivation ($\beta = 0.321$, $t = 4.601$, $p < 0.001$) and interpersonal skills ($\beta = 0.180$, $t = 2.417$, $p = 0.016$). The ranking is substantively important. It suggests that Tree HR Personality is not merely an inherited or static personal attribute; it is associated most strongly with repeated professional practice. Adaptive teaching can reinforce confidence, communication, discipline, and flexible behavior, while motivation and interpersonal capability provide complementary resources. For teacher professionalism, teaching style had a significant direct effect ($\beta = 0.369$, $t = 4.081$, $p < 0.001$). Motivation did not have a significant direct effect ($\beta = 0.004$, $t = 0.063$, $p = 0.950$), and neither did interpersonal skills ($\beta = 0.071$, $t = 1.079$, $p = 0.281$). Tree HR Personality itself had a strong positive effect on professionalism ($\beta = 0.461$, $t = 4.829$, $p < 0.001$). Thus, H2, H3, H4, H6, and H7 were supported, while H1 and H5 were not supported.

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Table 5. Direct effects and hypothesis decisions

Hyp.	Structural path	β	t	p	Decision
H1	Motivation → Professionalism	.004	.063	.950	Not supported
H2	Motivation → Tree HR Personality	.321	4.601	<.001	Supported
H3	Teaching style → Professionalism	.369	4.081	<.001	Supported
H4	Teaching style → Tree HR Personality	.450	5.286	<.001	Supported
H5	Interpersonal skills → Professionalism	.071	1.079	.281	Not supported
H6	Interpersonal skills → Tree HR Personality	.180	2.417	.016	Supported
H7	Tree HR Personality → Professionalism	.461	4.829	<.001	Supported

Source: SmartPLS bootstrapping output processed by the authors.

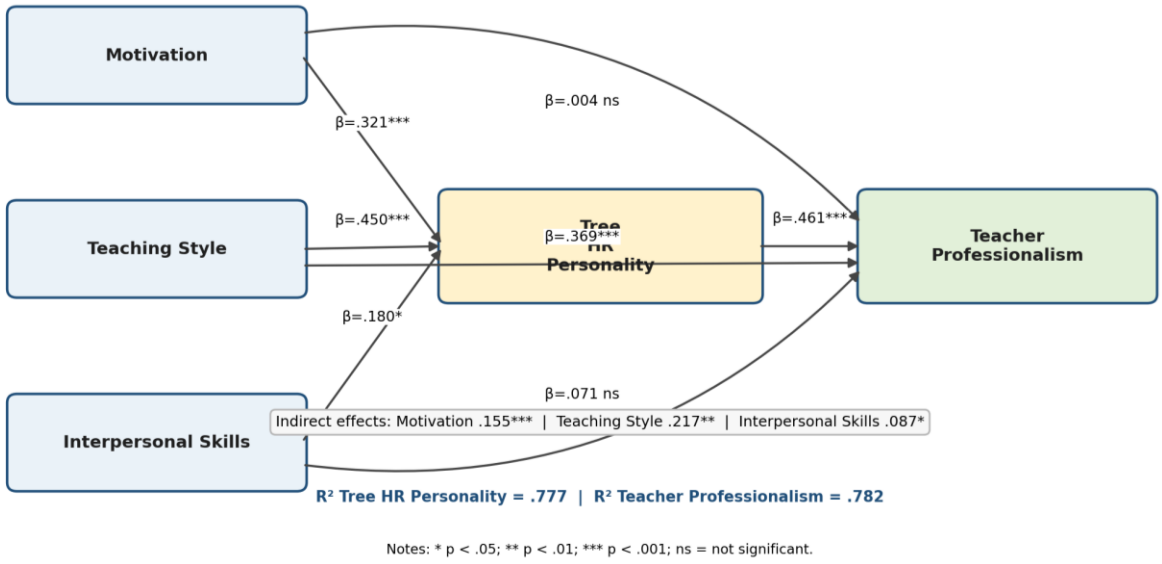

Figure 2. Estimated structural model. Source: SmartPLS output processed and visualized by the authors.

Mediation effects. Tree HR Personality carried the effects of all three antecedents to professionalism. The indirect effect of motivation was significant (β = 0.155, t = 3.709, p < 0.001). Because the direct effect was essentially zero and nonsignificant, H8 was supported as full mediation. Motivation in this sample functioned as developmental energy, but that energy contributed to professionalism only after it was expressed through a more organized pattern of mindset, temperament, discipline, and behavior. The indirect effect of teaching style was also significant (β = 0.217, t = 3.425, p = 0.001). Since its direct effect remained significant and pointed in the same direction, H9 was supported as complementary partial mediation. Teaching style therefore improves professionalism through a direct competence route and an indirect personality-integration route. Its total estimated effect was 0.586, making it the most

consequential antecedent in the model. The indirect effect of interpersonal skills was significant ($\beta = 0.087$, $t = 2.223$, $p = 0.026$), whereas the direct effect was not. H10 was therefore supported as full mediation. Communication, empathy, and relationship-building became professionally consequential when integrated with stable self-regulation and work behavior. This finding helps explain why interpersonal capability may be necessary in teaching yet insufficient as a stand-alone indicator of professionalism.

Table 6. Indirect effects and mediation classification

Hyp.	Indirect path	β	t	p	Mediation
H8	Motivation → THP → Professionalism	.155	3.709	<.001	Full
H9	Teaching style → THP → Professionalism	.217	3.425	.001	Partial
H10	Interpersonal skills → THP → Professionalism	.087	2.223	.026	Full

Source: SmartPLS bootstrapping output processed by the authors. THP = Tree HR Personality.

Effect decomposition and developmental leverage. Decomposing the effects clarifies the model's developmental leverage. Teaching style produced the largest total effect on professionalism (0.586), combining a direct effect of 0.369 with an indirect effect of 0.217. Motivation and interpersonal skills produced similar total effects (0.159 and 0.158), but their contributions were almost entirely mediated. The comparison supports differentiated HRD priorities: schools should protect and expand adaptive teaching practice while coupling motivational and interpersonal interventions with explicit mechanisms for reflection, self-regulation, behavioral rehearsal, and transfer to work. These totals are descriptive sums of the estimated direct and indirect paths, not new causal estimates. Their usefulness is comparative: they show where an intervention would theoretically enter the system and whether it requires a personality-integration pathway. Because indirect effects are products of constituent paths, future work should report bootstrap confidence intervals and compare intervention-induced changes rather than rank teachers from small coefficient differences.

Figure 3. Direct, indirect, and total effects on teacher professionalism

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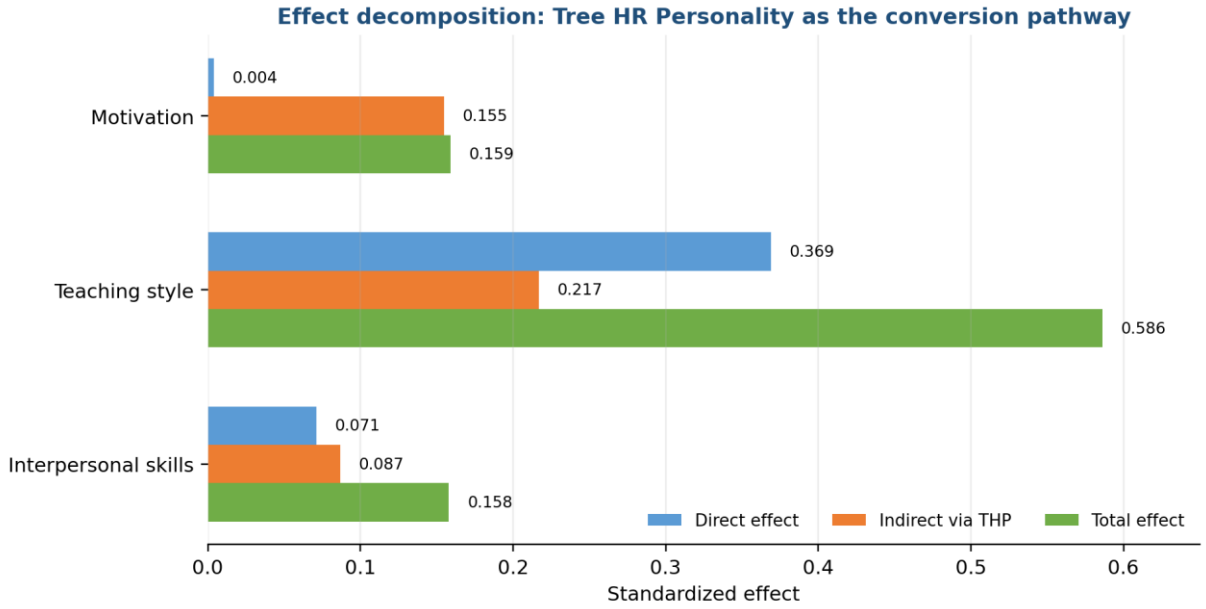

Figure 3. Direct, indirect, and total effects on teacher professionalism. Source: Authors' calculation from the SmartPLS direct and indirect effects. THP = Tree HR Personality.

Theoretical contribution: Tree HR Personality as an HRD mechanism. The mediation pattern advances the Tree HR Model from a descriptive metaphor toward an explanatory HRD mechanism. The results do not support a simple additive view in which every positive individual resource independently raises professionalism. Instead, they reveal differentiated conversion routes. Motivation and interpersonal skills require personality integration, while teaching style operates both as directly productive capability and as a developmental practice that strengthens personality expression. This distinction adds a process explanation to personality-based HRD. Motivation represents potential energy; interpersonal skills represent relational capacity; teaching style represents enacted capability; Tree HR Personality represents the organization and stabilization of these resources; and professionalism represents consistent role-appropriate performance. The model therefore connects the inner and behavioral layers of development without assuming that personality is fixed. The especially strong teaching-style-to-personality path suggests reciprocal developmental logic: what teachers repeatedly do may help shape how they habitually think, regulate, and respond. The findings also extend self-determination theory in an applied HRD direction. Motivation matters, but its professional value depends on internalization and competent enactment. In this sample, the nonsignificant direct path is not evidence that motivation is irrelevant. Rather, the significant mediated path indicates that motivation works through a personal architecture that converts intention into routine. This mechanism-level interpretation is more useful for HRD than a binary conclusion that motivation either matters or does not. For teacher-development scholarship, the model links identity and practice. Professionalism is not simply the sum of training hours, knowledge scores, or interpersonal warmth. It requires alignment among values, motivation, cognition,

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temperament, instructional behavior, and contribution. Tree HR Personality provides one testable way to represent that alignment, although its measures require further discriminant refinement.

Alternative interpretations and inferential boundaries. Three alternative interpretations deserve attention. First, the strong effect of teaching style may partly reflect criterion proximity: both teaching style and professionalism ask about how teachers perform instructional roles. Second, the Tree HR Personality–professionalism relationship may be inflated by overlapping personality and behavioral content, as indicated by the HTMT and Fornell–Larcker results. Third, motivated teachers may report more favorable self-perceptions across constructs even when external behavior changes less. These possibilities do not erase the mediation pattern, but they narrow the strength of causal and discriminant claims that can be made from this dataset. The most defensible interpretation is therefore mechanism-oriented but provisional. The model is consistent with the proposition that Tree HR Personality organizes resources into professional conduct, and the indirect effects statistically support this account. Yet the study does not establish that changing Tree HR Personality will necessarily cause later improvement in externally observed professionalism. That stronger claim requires temporal ordering, multi-source measurement, and an intervention capable of changing the mediator. The findings remain managerially informative under this cautious interpretation. Even if some construct overlap reflects the integrated nature of teaching behavior, the different path pattern identifies a practical risk: enthusiasm and relational ability should not be assumed to produce professional outcomes without structured enactment. Development systems should therefore make the conversion process visible through behavioral goals, coached practice, feedback, and evidence of transfer to work.

Managerial implications for schools and education systems. The results imply that schools should redesign teacher development as an integrated cycle rather than a collection of isolated workshops. Motivation sessions alone are unlikely to produce sustained professionalism when teachers lack structured reflection, coaching, practice, and feedback. Communication training may improve awareness but will have limited professional value unless teachers apply it to classroom routines and role responsibilities. Adaptive-teaching development deserves particular emphasis because it has both direct and indirect leverage. A personality-based HRD cycle can begin with evidence-informed self-assessment, continue through a development conversation, translate insights into two or three observable target behaviors, provide opportunities for coached practice, and close with reflection on performance evidence. Tree HR Personality should be used as a developmental map, not as a selection barrier or deterministic label. Teachers need to see both strengths and growth risks, while coaches should connect each insight with role requirements and concrete classroom behavior. At the school level, leaders can integrate four streams. The first is reflective motivation: clarifying professional purpose, autonomy, and responsibility. The second is instructional capability: lesson design, active learning, differentiation, assessment, and appropriate technology use. The third is relational practice: listening, feedback, conflict management, and partnership with students, parents, and colleagues. The fourth is personality integration: self-regulation, pattern awareness, behavioral

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experimentation, and individualized coaching. These streams should converge in an individual development plan rather than remain separate programs. Evaluation should likewise move beyond satisfaction with training. Schools can monitor proximal indicators such as completion of action plans, coaching quality, peer-observation evidence, and changes in targeted behavior; intermediate indicators such as instructional adaptability and collaborative practice; and distal indicators such as professionalism, student engagement, and contribution to school improvement. The present structural model identifies likely leverage points, but causal impact should be tested through longitudinal or experimental evaluation.

Table 7. Translating the findings into an integrated HRD cycle

HRD stage	Primary focus	Illustrative intervention	Evidence of progress
Diagnose	Motivation, style, interpersonal patterns, THP	Assessment plus reflective interview	Priority strengths and risks
Design	Role–person alignment	Individual development plan	Two or three behavioral goals
Develop	Teaching and relational capability	Workshop, modeling, peer observation	Demonstrated target practices
Integrate	Personality and self-regulation	Coaching, reflection, feedback	More consistent behavior
Evaluate	Professionalism and contribution	Portfolio, observation, outcome review	Sustained role performance

Source: Authors' managerial synthesis based on the empirical results.

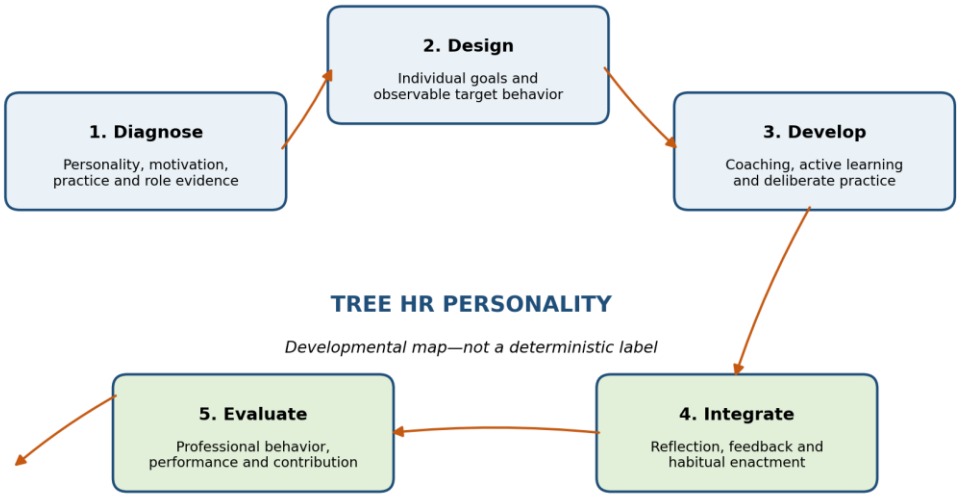

Figure 4. Personality-based HRD implementation cycle. Source: Developed by the authors from the empirical mediation pattern.

Implementation safeguards. Implementation requires several safeguards. Results should be

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confidential, explained through trained feedback, and used with informed consent. Profiles should never be interpreted as fixed limits on learning, leadership, or career opportunity. Decisions about promotion, placement, or sanctions should rely on multiple forms of evidence rather than a personality profile alone. Teachers should be able to question interpretations and identify contextual factors that affect their behavior. Coaches should translate profile language into specific, observable, and revisable actions. For example, a need for greater adaptability can become a target to test two student-engagement strategies, gather peer feedback, and review evidence after four weeks. This approach keeps the intervention developmental and avoids stereotyping. At system level, aggregated results may inform program design, but individual data should be protected through role-based access, clear retention rules, and separation between developmental feedback and punitive evaluation.

Limitations and future research. Four limitations define the boundaries of the findings. First, the cross-sectional design cannot establish temporal causality. Professional behavior may also reinforce teaching style and personality expression. Longitudinal research should test within-person change before and after integrated HRD interventions. Second, the purposive sample came from one district and one educational level, limiting generalization to other regions, secondary schools, higher education, and noneducational occupations. Third, all variables were measured through the same questionnaire source. Although PLS-SEM estimates the proposed relationships, it does not remove common-method concerns. Future studies should combine self-reports with supervisor or peer ratings, classroom observations, development records, and objective or behavioral indicators. Temporal separation and marker-variable procedures would also strengthen design validity. Fourth, discriminant validity was borderline or insufficient for several construct pairs. Future scale development should map item content construct-by-construct, remove overlapping behavioral wording, use expert review and cognitive interviews, and compare reflective, formative, and higher-order specifications. Confirmatory composite analysis in an independent sample would establish whether Tree HR Personality is empirically distinct from professionalism. Researchers should also report complete respondent demographics, bootstrap settings, model-fit indicators where appropriate, effect sizes, predictive assessment, and confidence intervals. Future studies can test moderated mediation: leadership support, school culture, psychological safety, digital readiness, and career stage may strengthen or weaken the conversion of personal resources into professionalism. Multi-group analysis could examine whether the model is invariant across certification status, tenure, school type, or region. An intervention study comparing standard training with Tree HR Personality-based coaching would offer the strongest test of the model's practical value.

5. Conclusion

This study shows that teacher professionalism is not produced uniformly by every positive personal resource. Teaching style directly improves professionalism, but motivation and interpersonal skills become professionally consequential primarily through Tree HR Personality. The mediator fully carries the effects of motivation and interpersonal skills and partially carries the effect of teaching style. Tree HR Personality also has a strong direct association with professionalism, while the model explains substantial variance in both the

mediator and the outcome.

The principal contribution is a personality-based HRD explanation of resource conversion. Motivation provides energy, interpersonal skills provide relational capacity, and teaching style provides enacted capability; Tree HR Personality organizes these resources into more consistent professional behavior. For schools, the implication is practical: combine purpose and motivation with instructional coaching, relational practice, personality reflection, and evidence-based follow-up. For scholarship, the findings support continued development of the Tree HR framework while requiring careful scale refinement, independent validation, and longitudinal causal testing.

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