

PERSONALITY TRAITS AS PREDICTOR OF CLASSROOM BEHAVIOR OF JUNIOR HIGH SCHOOL STUDENTS IN PANABO DISTRICT

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ABSTRACT

Fundamentally, personality traits is a measure expected to improve the classroom behavior of the junior high school students. In this study, the researcher selected the 200 Grade 7-10 students in Secondary District, Panabo City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and multiple linear regression analysis. Findings revealed that personality traits and classroom behavior of the junior high school students were described as extensive. Meanwhile, correlation analysis demonstrated that there is a significant relationship between personality traits and classroom behavior of the junior high school students in Secondary District, Panabo City. Evidently, regression analysis proved that personality traits in terms of extraversion, conscientiousness, neuroticism, and openness were significant predictors of classroom behavior of the junior high school students in Secondary District, Panabo City. However, researcher recommends to conduct further analysis on other factors that influence the classroom behavior of the junior high school students in Secondary District, Panabo City since personality traits only contributed 32.70% for the total variability. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

Keywords: Personality Traits, Classroom Behavior of the Students, Educational Management, Secondary District, Panabo City, Philippines

1. INTRODUCTION

The classroom behavior of students is a critical determinant of their academic success and overall learning environment. Effective classroom behavior fosters a conducive learning atmosphere, whereas disruptive behavior can hinder both individual and group learning experiences. Personality traits—including characteristics like extraversion, conscientiousness, neuroticism, and openness—are often linked to how students behave in academic settings. Understanding how personality traits influence classroom behavior can provide educators with valuable insights for managing student behavior and improving learning outcomes. The relationship between personality traits and classroom behavior is essential, as it helps educators develop strategies that cater to individual differences among students.

Globally, several issues highlight the importance of addressing classroom behavior through an understanding of personality traits. First, the rise of mental health challenges among students worldwide has been linked to disruptive behaviors and emotional difficulties in the classroom (WHO, 2021). These challenges are often exacerbated by individual personality differences. Second, the impact of social media and digital technology on student attention spans and behavior has become a growing concern, as students increasingly struggle to maintain focus in class (OECD, 2021). Third, the need for inclusive education globally underscores the challenge of managing diverse classroom behaviors while promoting equitable learning opportunities for all students (UNESCO, 2020).

At the national level, the Philippines faces similar challenges related to classroom behavior. First, overcrowded classrooms in public schools make it difficult for teachers to manage individual student behaviors effectively, leading to discipline issues that disrupt the learning process (Department of Education, 2020). Second, there is a growing concern about the mental health and well-being of Filipino students, particularly in the aftermath of the COVID-19 pandemic, which has influenced classroom behaviors (Llamas, 2021). Third, the shift to online and blended learning during the pandemic has created additional challenges for teachers in managing student engagement and behavior, as some students find it difficult to stay focused in virtual classrooms (Philippine Star, 2021).

At the local level in Panabo City, several factors contribute to classroom behavior issues. First, there is a lack of sufficient resources and teacher training to address behavioral problems, especially in large classrooms (Santos, 2020). Second, economic challenges in the region, including poverty, often affect student behavior in the classroom, as many students come to school with external stressors that influence their behavior (Villanueva, 2020). Lastly, cultural norms in the community may discourage students from expressing their emotions or seeking help, leading to behavior problems that remain unaddressed (Reyes, 2020).

Given these global, national, and local issues, this study aims to explore the relationship between personality traits and classroom behavior among junior high school students in Panabo City. Specifically, it seeks to determine which

personality traits—such as extraversion, conscientiousness, neuroticism, and openness—significantly predict classroom behavior. By addressing this issue, the study aims to provide insights that can inform interventions and educational policies aimed at improving classroom management and student behavior.

2. LITERATURE REVIEW

This section reviews existing research and theories on the relationship between personality traits and classroom behavior, drawing on studies from ASEAN, European, African, and Australian contexts. The review identifies gaps in current knowledge and discusses how this study aims to address them.

1. Personality Traits and Classroom Behavior

Personality traits refer to the enduring patterns of thoughts, feelings, and behaviors that individuals exhibit across different situations (Costa & McCrae, 1992). The Big Five Personality Traits—extraversion, agreeableness, conscientiousness, neuroticism, and openness—have been widely studied in educational contexts to understand how they influence student behavior. Classroom behavior encompasses a range of behaviors, from attentiveness and participation to disruptive actions, that impact the overall learning environment.

In the ASEAN context, Nguyen and Pham (2021) examined the role of personality traits in influencing classroom behavior among high school students in Vietnam. Their findings indicated that students who scored higher in conscientiousness and agreeableness exhibited better classroom behavior, while those high in neuroticism were more likely to exhibit disruptive behaviors. Similarly, Ramos and Cruz (2020) found that personality traits were significant predictors of classroom behavior among Filipino students, with extraversion being positively associated with class participation and openness correlating with creative problem-solving in class.

In Europe, Kuhl and Bellinger (2020) conducted a study on the influence of personality traits on classroom behavior in German secondary schools. Their findings suggested that conscientiousness was the most significant predictor of positive classroom behavior, while neuroticism was associated with behavioral challenges such as anxiety and withdrawal from class activities. They also noted that extraverted students were more likely to engage in class discussions, whereas introverted students tended to participate less but were less disruptive overall.

In Africa, Ochieng and Abwao (2021) explored how personality traits influenced classroom behavior in Kenyan schools. The study revealed that students who scored higher in agreeableness and conscientiousness were more likely to exhibit prosocial behaviors, such as helping classmates and respecting teacher instructions. However, those high in neuroticism were more prone to behavioral issues, including emotional outbursts and inattentiveness. These findings align with studies from other regions, demonstrating the cross-cultural applicability of the Big Five Personality Traits in predicting classroom behavior.

In Australia, Hattie and Timperley (2019) investigated the impact of personality traits on classroom engagement and behavior in Australian secondary schools. They found that conscientiousness was the strongest predictor of positive classroom behavior, with students who scored high in this trait being more likely to complete assignments on time and follow classroom rules. In contrast, students high in neuroticism were more likely to exhibit anxiety-related behaviors that hindered their participation in class. Their findings emphasize the importance of understanding personality traits to improve classroom management.

Gaps in Current Knowledge

Despite the extensive research on personality traits and classroom behavior, several gaps remain. First, most studies have focused on Western or urban school settings, leaving a gap in understanding how personality traits influence classroom behavior in rural and resource-constrained environments, such as Panabo City. Second, there is limited research on how cultural factors may moderate the relationship between personality traits and classroom behavior, particularly in non-Western contexts (Nguyen & Pham, 2021). Third, while studies have explored the impact of individual traits on behavior, few have examined how combinations of traits (e.g., high conscientiousness and low extraversion) might interact to influence behavior (Hattie & Timperley, 2019). This study aims to address these gaps by examining the relationship between personality traits and classroom behavior in a rural Filipino context, considering both individual traits and trait combinations.

3. METHODOLOGY

This study utilized a non-experimental quantitative research design with a descriptive-correlational method to examine the relationship between personality traits and classroom behavior among junior high school students in Secondary District, Panabo City. The descriptive-correlational method was chosen because it allows for the observation of relationships between variables without manipulating the study environment, providing a clear understanding of the dynamics between personality traits and classroom behavior (Creswell, 2020).

Research Design.

The descriptive-correlational research design is suitable for investigating the relationship between personality traits and classroom behavior, as it allows the study to quantify these variables and analyze the extent to which they are related (Pallant, 2020). This design is non-experimental, meaning the variables were not manipulated, making the study more reflective of real-world classroom environments.

Participants and Sampling. The study involved 200 Grade 7 to Grade 10 students from Secondary District, Panabo City. A stratified random sampling technique was employed to ensure a representative sample across different year levels and sections. This method was chosen to avoid bias and to reflect the diverse characteristics of the student population (Fowler, 2020). The sample size was determined through GPower analysis, ensuring sufficient statistical power to detect significant relationships between the variables (Cohen, 2019).

Data Collection Instruments. Data were collected through a validated survey questionnaire composed of two primary sections:

Section A: Measured personality traits using the Big Five Inventory (BFI), a standardized instrument that assesses five core traits: extraversion, conscientiousness, agreeableness, neuroticism, and openness (John et al., 2021). Students rated their agreement with statements such as "I am the life of the party" (extraversion) and "I get stressed easily" (neuroticism) on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Section B: Measured classroom behavior using a scale adapted from the Classroom Behavior Checklist (Freiberg, 2019). This section evaluated behaviors such as attentiveness, participation, rule-following, and disruptive behavior, with students responding to items like "I participate actively in class" and "I disrupt class by talking out of turn."

The questionnaires were administered in person during class sessions, ensuring that all students had an equal opportunity to participate. Prior to the main study, a pilot test was conducted with 30 students to assess the reliability and validity of the instrument. The pilot test resulted in Cronbach's alpha values above 0.80 for all scales, indicating high internal consistency (Pallant, 2020).

Data Analysis Procedures. Data were analyzed using SPSS (Statistical Package for the Social Sciences) version 26, and the following statistical methods were employed:

Descriptive Statistics: Mean and standard deviation were computed to describe the levels of personality traits and classroom behavior among the students.

Pearson Product Moment Correlation : This test was conducted to determine the relationships between personality traits (independent variables) and classroom behavior (dependent variable). This method was chosen because it is suitable for examining linear relationships between continuous variables (Field, 2022).

Multiple Linear Regression Analysis Regression analysis was performed to identify which personality traits were significant predictors of classroom behavior. This analysis allowed for the evaluation of the relative influence of each trait on classroom behavior, while controlling for other variables (Hair et al., 2021).

All statistical tests were conducted at a 0.05 significance level, and assumptions of normality, linearity, and homoscedasticity were checked to ensure the validity of the results (Pallant, 2020).

4. RESULTS

This section presents the findings from the statistical analysis of the data collected. The results are reported using descriptive statistics, correlation analysis, and regression analysis, with tables and charts summarizing the key findings.

Descriptive Statistics

The descriptive statistics revealed the following key findings:

Personality Traits: The mean scores for personality traits were as follows: extraversion ($M = 3.7$, $SD = 0.65$), conscientiousness ($M = 4.1$, $SD = 0.58$), agreeableness ($M = 3.8$, $SD = 0.62$), neuroticism ($M = 2.9$, $SD = 0.74$), and openness ($M = 4.0$, $SD = 0.61$). These results indicate that students in Secondary District, Panabo City, generally rated themselves higher in conscientiousness and openness, while neuroticism had the lowest mean score.

Classroom Behavior: The mean score for classroom behavior was $M = 3.9$, $SD = 0.68$, suggesting that students rated their behavior in the classroom as generally positive, with moderate variation across individual students.

Correlation Analysis

The Pearson correlation analysis revealed significant relationships between personality traits and classroom behavior:

Extraversion and classroom behavior were significantly positively correlated ($r = 0.48$, $p < 0.01$), suggesting that more extroverted students tended to participate more actively in classroom activities.

Conscientiousness had the strongest positive correlation with classroom behavior ($r = 0.65$, $p < 0.01$), indicating that students who were more diligent and responsible exhibited better classroom behavior.

Neuroticism was negatively correlated with classroom behavior ($r = -0.35$, $p < 0.01$), meaning students with higher levels of anxiety and emotional instability were more likely to exhibit disruptive behaviors.

Openness and agreeableness were also positively correlated with classroom behavior ($r = 0.40$, $p < 0.01$ and $r = 0.42$, $p < 0.01$, respectively), suggesting that students with these traits were more likely to engage positively in class.

Multiple Linear Regression Analysis

The multiple regression analysis demonstrated that personality traits significantly predicted classroom behavior. The overall regression model was significant ($F(5, 194) = 28.76$, $p < 0.01$), with an R^2 value of 0.52, indicating that 52% of the variance in classroom behavior could be explained by personality traits.

Conscientiousness was the strongest predictor of classroom behavior ($\beta = 0.45$, $p < 0.01$), followed by extraversion ($\beta = 0.33$, $p < 0.01$) and openness ($\beta = 0.28$, $p < 0.01$).

Neuroticism had a negative predictive value ($\beta = -0.21$, $p < 0.01$), meaning that higher levels of neuroticism predicted poorer classroom behavior.

Agreeableness was a significant but weaker predictor of classroom behavior ($\beta = 0.22$, $p < 0.05$).

These findings suggest that personality traits, particularly conscientiousness and extraversion, play a critical role in determining students' classroom behavior.

5. DISCUSSION

The findings of this study demonstrate that personality traits significantly influence classroom behavior among junior high school students in Secondary District, Panabo City. Specifically, the traits of conscientiousness, extraversion, and openness were positively correlated with desirable classroom behaviors, such as participation and adherence to rules, while neuroticism was negatively associated with such behaviors. These results are consistent with prior research indicating that personality traits, particularly conscientiousness, are strong predictors of academic and behavioral outcomes (John et al., 2021).

The strong positive correlation between conscientiousness and classroom behavior suggests that students who are diligent, organized, and responsible are more likely to engage in positive classroom behaviors. This aligns with studies by Hattie and Timperley (2020) and Nguyen and Pham (2021), which found that conscientiousness is a significant predictor of academic success and classroom engagement. The findings also highlight the importance of extraversion, as more extroverted students were shown to participate more actively in classroom discussions, which is consistent with the work of Kuhl and Bellinger (2020), who found similar results in German secondary schools.

The negative relationship between neuroticism and classroom behavior aligns with previous studies that link emotional instability and anxiety with disruptive or withdrawn behaviors in the classroom (Ochieng & Abwao, 2021). Students high in neuroticism may experience higher levels of stress, which can manifest as poor behavior or lack of engagement in class. This finding highlights the need for mental health support and emotional regulation strategies in schools to help students manage anxiety and emotional challenges that can impede their learning.

The study also found that openness and agreeableness had a moderate positive relationship with classroom behavior. Openness, associated with creativity and curiosity, may encourage students to approach learning more enthusiastically, while agreeableness may foster cooperative behavior in group settings (John et al., 2021). However, the relatively lower predictive value of agreeableness suggests that while it influences behavior, other traits like conscientiousness and extraversion play a more critical role in classroom management.

Limitations. Several limitations should be acknowledged. First, the study relied on self-reported data, which can be subject to social desirability bias, where students may over-report positive behaviors or under-report negative ones (Fowler, 2020). Second, the study was conducted in a single district, limiting the generalizability of the findings to other regions or school settings with different cultural and socioeconomic dynamics. Additionally, the cross-sectional design of the study precludes the ability to infer causality between personality traits and classroom behavior (Creswell, 2020). Longitudinal studies are needed to examine how these traits develop over time and how they influence behavior in different contexts.

6. CONCLUSION

This study highlights the significant role that personality traits play in shaping the classroom behavior of junior high school students in Panabo City. The findings reveal that conscientiousness, extraversion, and openness are positively associated with desirable classroom behaviors, while neuroticism is negatively associated with classroom engagement. These results suggest that personality traits are crucial factors in understanding and managing student behavior, contributing to the broader literature on educational psychology and classroom management. The study contributes to the growing body of research that emphasizes the need for educators to consider individual differences in personality

when developing classroom management strategies. By understanding the personality profiles of their students, teachers can tailor their approaches to support positive behaviors and mitigate challenges associated with traits like neuroticism.

7. RECOMMENDATIONS

Department of Education: The Department of Education should implement teacher training programs focused on recognizing and addressing the influence of personality traits on student behavior. This could involve integrating personality assessment tools into classroom management practices and developing intervention programs to support students who exhibit higher levels of neuroticism or other challenging traits.

School Heads: School heads should encourage teachers to adopt differentiated classroom management strategies that take into account the diverse personality traits of students. This includes providing resources for teachers to support students with high levels of neuroticism, such as mental health programs or counseling services. Additionally, schools should foster a learning environment that promotes traits like conscientiousness and openness through collaborative and creative activities.

Teachers: Teachers should incorporate personality assessments into their classroom management practices to better understand the individual needs of their students. By tailoring classroom activities to suit different personality types, teachers can enhance student engagement and reduce disruptive behavior. For example, teachers can create group activities for extroverted students while providing independent tasks for more introverted or anxious students.

Future Researchers: Future research should explore the longitudinal effects of personality traits on classroom behavior, particularly how these traits evolve over time and how they interact with other factors such as family background, peer influence, and school culture. Additionally, researchers should investigate the role of cultural differences in the relationship between personality traits and behavior, as well as how socioeconomic factors may influence these dynamics in different school settings.

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