

Personality Traits and Behavior of Students in English Class

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Abstract:- The current study aimed to explore the domains of personality traits that significantly predicts the behavior of students in English class. In this study, the researcher selected the 200 junior high school teachers in CLuster 13 schools in Davao 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 to the following statistical tools: Mean, Pearson Moment Product Correlation, and Linear Regression Analysis. Descriptive analysis showed that personality traits and behavior of students in English class were described as extensive. Further, correlation analysis demonstrated that there is a significant relationship between personality traits and behavior of students in English class. Evidently, linear regression analysis reflected that personality traits in terms of extraversion, conscientiousness, neuroticism, and openness was found to be a significant predictor of behavior of students in English class in Cluster 13, Davao City. In other words, personality traits significantly influence the behavior of students in English class in Cluster 13 schools in Davao City.

Keywords:- Teaching English, Personality Traits, Students' Behavior in English Class, Davao City, Philippines.

I. INTRODUCTION

A. The Problem and Its Scope

According to Qahtan (2016), disruptive classroom behavior among students has grown to be a global problem in elementary and secondary education, presenting a challenging but inevitable task for both inexperienced and seasoned educators. For example, unruly students are one of the biggest problems for teachers, according to Kitishat and Al-Friehat (2013), since they take up other students' attention and require teachers to spend important teaching time dealing with them. Garcia (2012) came to the similar conclusion, saying that in the Philippines, disruptive students can jeopardize the efficacy of a classroom setting. Adem and James (2015) said that even if bad conduct like daydreaming might not have an effect on other students, it still has an effect on the student who engages in it because it makes them miss important information and may even put them behind in their studies.

However, regardless of grade level, controlling disruptive conduct in English courses is still a fundamental component of effective teaching methods and preserving order (Al-Amarat, 2015). Given that teachers are the ones

who determine whether behavior is appropriate, Kitishat and Al-Friehat (2013) stressed the need of understanding disorderly behavior in order to support students emotionally. Additionally, Tomlinson and Jarvis (2014) argued that successful behavior management can boost student achievement and encourage desired behaviors. These strategies include effective teaching, rewarding appropriate behavior, punishing inappropriate behavior, customizing lessons based on learner characteristics, and making efficient use of the lesson period.

Furthermore, personality qualities such as agreeableness, conscientiousness, neuroticism, extraversion, and openness reflect common ways of feeling, thinking, and acting, according to Muhamad, Roodenburg, and Moore (2018). According to Adamsons and Pasley's (2013) proposal, personality is centered on how an individual integrates expectations from society about what it means to hold specific social positions or statuses and the behavioral demands that go along with it. According to Schwartz et al. (2016), traits are a deep structure of the personality that carry out functions of supervision, control, and evaluation to maintain continuity, integrity, and self-identity in the face of systemic changes in social contexts and personality types.

In the meantime, other studies have shown a strong correlation between students' behavior in the classroom and their personality qualities. For instance, a qualitative study conducted in 2014 by Ghaedi and Jam demonstrated how behavioral tendencies found in personality traits might influence behaviors that impact academic competence, like talkativeness, perseverance, and conscientiousness. Positively oriented students are more likely to finish assignments on time, put effort into them, apply themselves without constant supervision, and meet assignment deadlines. According to Robinson (2012), curricular and instructional modifications made by teachers, in conjunction with personality factors, can have a substantial effect on students' learning and engagement.

Nevertheless, prior research has only looked at general education situations and was carried out in other countries. The conduct of students in English classrooms in the Philippine context has not been examined in any of this research. Therefore, the researcher felt compelled to close this gap by employing a quantitative research design to carry out a study in the Philippine context, namely in Davao City. In order to fill a research gap regarding the relationship between personality qualities and student behavior in English classrooms, this study uses a correlational technique. Therefore, the goal of this study is to add to the small amount

of information already available about how personality factors affect students' behavior in English classes.

B. Theoretical/Conceptual Framework

The study is based on Ghaedi and Jam's (2014) claim that personality qualities can affect English proficiency habits like perseverance, conscientiousness, and talkativeness. Cognitive capacity tells what a person can do; personality attributes show what they will do. Thus, pupils with positive personalities are more likely to fulfill deadlines, finish projects, work hard, and work without supervision. According to Robinson (2012), personality attributes and teachers' curricular and instructional modifications affect student learning and engagement. To help students adjust to foreign teaching pedagogies, teachers should be trained to create collaboration-based projects, infuse everyday culture into course design, and improve peer interactions. This study suggests that culturally and environmentally competent teachers can handle classroom issues better.

As illustrated in Figure 1, the study has two variables. The independent variable is personality traits—typical thoughts, feelings, and behaviors. Muhamad et al. (2018) list extraversion (warmth, sociability, assertiveness), agreeableness (pro-social orientation), neuroticism (negative emotions), conscientiousness (organization, persistence, reliability), and openness to experience as personality traits. The dependent variable is student behavior, particularly inappropriate behavior given the setting. Behavior measures include peer relations (unpleasant behavior to be noticed by peers), attention seeking (problem behavior due to peer response), task avoidance (engagement to avoid assigned tasks), adult attention (problem behavior from being bossed), and environmental influence.

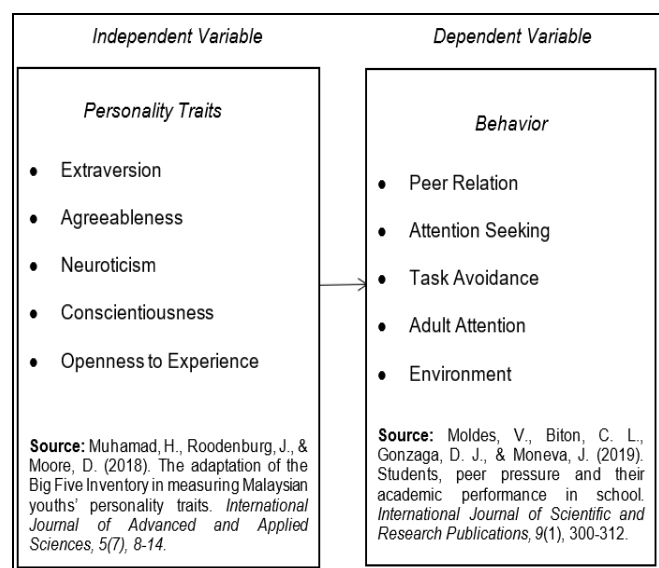


Fig 1 Conceptual Framework of the Study

C. Statement of the Problem

The primary aim of this study was to determine which domains of personality traits significantly influence the behavior of the students in English class in cluster 4 schools in Davao City. Specifically, this study sought to answer the following questions:

- *What is the extent of personality traits of the students in English class in terms of:*
 - Extraversion;
 - Agreeableness;
 - Conscientiousness;
 - Neuroticism; and
 - Openness?
- *What is the extent of behavior of the students in English class in terms of:*
 - Peer relation;
 - Attention seeking;
 - Task avoidance;
 - Adult attention; and
 - Environment?
- *Is there a significant relationship between personality traits and behavior of the students in English class in cluster 4 schools in Davao City?*
- *Which domains of personality traits significantly influence behavior of the students in English class in cluster 4 schools in Davao City?*

D. Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- *H₀₁:*
There is no significant relationship between personality traits and behavior of the students in English class in cluster 4 schools in Davao City.
- *H₀₂:*
There are no domains of personality traits significantly influence behavior of the students in English class in cluster 4 schools in Davao City.

II. METHODS

A. Research Design

The researcher employed non-experimental quantitative research methodology to collect data, thoughts, facts, and information pertaining to the topic. The researcher employed a descriptive correlation strategy to effectively tackle the issues in the study and accomplish its objectives. This methodology quantifies multiple pertinent factors and evaluates the correlation or association between them (Schmitz, 2012). This study aims to investigate the correlation between personality factors and classroom behavior among students. The study aims to examine the specific categories of personality traits that have a substantial impact on the conduct of students in English class.

B. Research Respondents

The study specifically targeted junior high school students from cluster 4 schools in Davao City. A total of 150 respondents were chosen using stratified random sampling. According to Shi (2015), this approach involves dividing the population into smaller groups based on common traits, such

as income or educational attainment, in order to ensure representation across diverse features. Strict inclusion criteria were implemented, restricting the selection to registered students who did not have any criminal records and willingly agreed to take part in the study. The study's parameters were determined by its research inquiries, excluding the examination of gender and socio-economic status among the junior high school pupils who were surveyed.

C. Research Instrument

The study employed adapted questionnaires to assess personality traits and behavior of junior high school students in Cluster 4 schools in Davao City. The first part, adapted from John and Srivastava's (1999) Big Five Inventory, evaluated personality traits including extraversion, agreeableness, conscientiousness, neuroticism, and openness. The instrument achieved high reliability with a Cronbach's alpha of 0.955, indicating consistent item responses on a 5-point Likert scale. Mean scores were categorized as follows: 4.20 - 5.00 (Very Extensive), indicating that personality traits are consistently observed among students; 3.40 - 4.19 (Extensive), suggesting traits are frequently observed; 2.60 - 3.39 (Moderately Extensive), indicating traits are sometimes observed; 1.80 - 2.59 (Less Extensive), suggesting traits are rarely observed; and 1.00 - 1.79 (Not Extensive), indicating traits are never observed.

The second part of the questionnaire, adapted from Moldes et al. (1994), focused on student behavior in English classrooms, measuring aspects like peer escape, peer attention, adults escape, and adults' attention. This section also demonstrated high internal consistency with an alpha coefficient of 0.897. Responses were assessed on a 5-point Likert scale and categorized based on mean ranges: 4.20 - 5.00 (Very Extensive), indicating that specific behaviors are consistently manifested in the English classroom; 3.40 - 4.19 (Extensive), suggesting behaviors are often manifested; 2.60 - 3.39 (Moderately Extensive), indicating behaviors are sometimes manifested; 1.80 - 2.59 (Less Extensive), suggesting behaviors are seldom manifested; and 1.00 - 1.79 (Not Extensive), indicating behaviors are never manifested.

Prior to administration, the questionnaires underwent validation by three experts and were revised based on their feedback. The scaling involved setting the average cut-off point at half of 5, with an interval of 0.80 to ensure uniformity and clarity in interpretation of responses. These findings provide insights into the prevalence of personality traits and behaviors among junior high school students in English classrooms, highlighting areas where interventions or support may be beneficial.

D. Data Analysis

The researcher employed various statistical methodologies to assess the collected data. The mean was utilized to assess the personality traits and conduct of students in English lessons in Cluster 4, Davao City, in order to achieve objectives 1 and 2. In addition, the Pearson Product Moment Correlation was employed to evaluate the substantial correlation between the independent variable (personality traits) and the dependent variable (behavior of students in

English class), offering insights for objective 3. Furthermore, Linear Regression was utilized to assess the impact of the independent variable (personality traits) on the dependent variable (behavior of students in English class), specifically addressing objective 4. The utilization of these statistical tools was essential for analyzing the links and effects inside the study's framework.

III. RESULTS AND DISCUSSIONS

A. Personality Traits of Students in English Class

➤ *Extraversion.*

The mean score for this domain in Table 1 is 3.63, which falls under the category of extensive. This suggests that the personality traits of junior high school pupils in Secondary District, Panabo City are frequently seen. The table displays the average ratings of the items, which range from 3.29 to 4.19. The statement "Seeing myself as someone who generates a lot of enthusiasm" has a mean score of 3.29, indicating that it is somewhat observed. On the other hand, the statement "Seeing myself as someone who is gutsy" has an average rating of 4.19, showing that it is commonly observed. These findings indicate that students enrolled in English programs at Cluster 4 schools in Davao City frequently exhibit attributes such as affability, sociability, and assertiveness. This discovery provides evidence for Chaukulkar's (2019) claim that extraversion encompasses traits such as friendliness, active involvement, high energy levels, and warmth, which are associated with increased positive emotions.

Statement	Mean	Descriptive Rating
1. Seeing myself as someone who is talkative.	3.60	Extensive
2. Seeing myself as someone who is chatty.	3.67	Extensive
3. Seeing myself as someone who is full of energy.	3.58	Extensive
4. Seeing myself as someone who generates a lot of enthusiasm.	3.29	Moderately Extensive
5. Seeing myself as someone who tends to be noticeable.	3.72	Extensive
6. Seeing myself as someone who has an assertive personality.	3.59	Extensive
7. Seeing myself as someone who is gutsy.	4.19	Extensive
8. Seeing myself as someone who is outgoing, sociable.	3.39	Moderately Extensive
Mean	3.63	Extensive

➤ *Agreeableness.*

In Table 2, the mean score for this domain is 3.66, showing that Davao City Cluster 4 English students' personality traits are regularly noticed. The table shows item mean ratings of 3.32–4.52. In particular, "Seeing myself as someone who can be warm and sociable" has a mean rating of 3.32, indicating it is occasionally observed, while "Seeing myself as someone who likes to cooperate with others" has a mean rating of 4.52, indicating it is consistently observed. These data indicate that English students are often pro-social. Lee and Ashton (2012) found that pleasant people have better relationships and fewer social conflict. Rey and Extremera (2016) claim that low-agreeable people may be hostile and mistrustful, causing interpersonal conflict and a decreased willingness to forgive perceived provocations.

Table 2. Extent of Personality Traits of Students in English Class in Terms of *Agreeableness*

Statement	Mean	Descriptive Rating
1. Seeing myself as someone who tends to find fault.	3.65	Extensive
2. Seeing myself as someone who is helpful and unselfish with others.	3.34	Moderately Extensive
3. Seeing myself as someone who don't starts quarrels with others.	3.69	Extensive
4. Seeing myself as someone who has a forgiving nature.	3.38	Moderately Extensive
5. Seeing myself as someone who is generally trusting	3.73	Extensive
6. Seeing myself as someone who can be warm and sociable.	3.32	Moderately Extensive
7. Seeing myself as someone who is considerate and kind to almost everyone.	3.52	Extensive
8. Seeing myself as someone who is nice to others.	3.78	Extensive
9. Seeing myself as someone who likes to cooperate with others.	4.52	Very Extensive
Mean	3.66	Extensive

➤ *Conscientiousness.*

Organisation and carefulness are common in Cluster 4 schools in Davao City, as shown in Table 3 by the mean score of 3.70, which is extensive. The table shows item mean ratings of 3.39–4.01. In particular, "Seeing myself as someone who tends to be organized" has a mean rating of 3.39, indicating it is occasionally observed, while "Seeing myself as someone who is careful" has a mean rating of 4.01, indicating it is frequently observed. Junior high school pupils in Secondary District, Panabo City, are likely structured, persistent, and reliable. This supports Thill's (2019) claim that conscientiousness is shown by thorough preparation and consistent behavior.

Table 3. Extent of Personality Traits of Students in English Class in Terms of *Conscientiousness*

Statement	Mean	Descriptive Rating
1. Seeing myself as someone who does a thorough job.	3.74	Extensive
2. Seeing myself as someone who is careful.	4.01	Extensive
3. Seeing myself as someone who is a reliable worker.	3.75	Extensive
4. Seeing myself as someone who tends to be organized.	3.39	Moderately Extensive
5. Seeing myself as someone who tends to be attentive.	3.63	Extensive
6. Seeing myself as someone who perseveres until the task is finished	3.68	Extensive
7. Seeing myself as someone who does things efficiently	3.70	Extensive
8. Seeing myself as someone who makes plans and follows through with them.	3.70	Extensive
9. Seeing myself as someone who cannot be easily distracted.	3.71	Extensive
Mean	3.70	Extensive

➤ *Neuroticism.*

The average score for this domain in Table 4 is 3.71, which falls under the category of extensive. This suggests that students in English lessons at Cluster 4 schools in Davao City often exhibit personality qualities associated with remaining calm in tight situations and not quickly becoming nervous. The table displays the average ratings of the items, which range from 3.36 to 4.19. The statement "Seeing myself as someone who doesn't get nervous easily" has an average rating of 3.36, indicating that it is moderately common. On the other hand, the statement "Seeing myself as someone who can be calm in tense situations" has an average rating of 4.19, suggesting that it is frequently observed by the respondents.

Table 4. Extent of Personality Traits of Students in English Class in Terms of *Neuroticism*

Statement	Mean	Descriptive Rating
1. Seeing myself as someone who is not depressed, blue	3.38	Moderately Extensive
2. Seeing myself as someone who is relaxed and can handle stress lightly.	4.16	Extensive
3. Seeing myself as someone who cannot be tense.	3.67	Extensive
4. Seeing myself as someone who worries less.	3.37	Moderately Extensive
5. Seeing myself as someone who is emotionally stable, don't easily upset.	3.76	Extensive
6. Seeing myself as someone who cannot be moody.	3.75	Extensive
7. Seeing myself as someone who can be calm in tense situations.	4.19	Extensive
8. Seeing myself as someone who don't get nervous easily.	3.36	Moderately Extensive
Mean	3.71	Extensive

Based on extensive rating this domain receives, it can be concluded that students in Davao City's Cluster 4 schools frequently display negative emotions like anxiety and depression. This result supports the theory put forth by Muhammad et al. (2018) that neuroticism events are ones that give a person the chance to consider different options that they may or may not choose to integrate into their personality. While chances to spontaneously explore new identities may arise at different times throughout the lifespan, there is a degree of inherent possibility for such encounters across cultural boundaries.

➤ *Openness.*

Table 5 shows that this domain on personality traits of junior high school pupils in Secondary District, Panabo City is widely noticed. The table also shows that item ratings average 3.56–3.75. The item, "Seeing myself as someone who has few artistic interests" has a mean rating of 3.56, described as extensive and often observed, while the item, "Seeing myself as an ingenious, deep thinker" has a mean rating of 3.75, described as extensive and often observed.

Table 5. Extent of Personality Traits of Students in English Class in Terms of *Openness*

Statement	Mean	Descriptive Rating
1. Seeing myself as someone who is original, comes up with new ideas.	3.73	Extensive
2. Seeing myself as someone who is curious about many different things.	3.70	Extensive
3. Seeing myself as someone who is ingenious, a deep thinker.	3.75	Extensive
4. Seeing myself as someone who has an active imagination.	3.64	Extensive
5. Seeing myself as someone who is inventive.	3.68	Extensive
6. Seeing myself as someone who values artistic, aesthetic experiences.	3.70	Extensive
7. Seeing myself as someone who prefers work that is non-routine.	3.63	Extensive
8. Seeing myself as someone who likes to reflect, play with ideas.	3.63	Extensive
9. Seeing myself as someone who has few artistic interests	3.56	Extensive
10. Seeing myself as someone who is sophisticated in art, music, or literature.	3.71	Extensive
Mean	3.67	Extensive

The results suggest that pupils in English classes at Cluster 4 schools in Davao City often demonstrate a high degree of imagination and creativity. This discovery is consistent with Zhang's (2015) viewpoint that persons who have a high level of openness are inclined to enthusiastically accept new ideas and experiences, actively seeking novelty and engaging in creative endeavors. Table 6 presents a summary of the magnitude of personality traits observed in these pupils. The overall average score is 3.67, which falls within the category of extensive. Students consider personality as a manifestation of their highest capabilities, which undergoes constant development throughout their lives. This discovery corroborates Guardia's (2012) perspective that individuals manifest their sense of identity through activities that are self-defining, immersive, purposeful, and contribute to personal development and satisfaction.

Indicators	Mean	Descriptive Equivalent
Extraversion	3.63	Extensive
Agreeableness	3.66	Extensive
Conscientiousness	3.70	Extensive
Neuroticism	3.71	Extensive
Openness	3.67	Extensive
Overall	3.67	Extensive

B. Behavior of Students in English Class in Cluster 4, Davao City

➤ *Peer Relation.*

The data from Table 7 indicates that students in English class in Cluster 4 schools in Davao City commonly exhibit behavior related to peer connections, with an extended category mean of 3.41. The ratings for the items range from 2.34 to 4.01. The behavior of avoiding interaction when peers cease to engage with them has a mean value of 2.34, indicating a moderate prevalence and suggesting it is frequently observed. On the other hand, the action of "disengaging" due to feelings of discomfort has a mean rating of 4.01, suggesting that it is commonly observed among the respondents. This behavior is characterized as widespread.

Indicators	Mean	Descriptive Equivalent
Extraversion	3.63	Extensive
Agreeableness	3.66	Extensive
Conscientiousness	3.70	Extensive
Neuroticism	3.71	Extensive
Openness	3.67	Extensive
Overall	3.67	Extensive

It indicates that pupils in English classes at Cluster 4 schools in Davao City often exhibit negative behaviors in order to attract attention from their peers. This discovery is consistent with the research conducted by Kadir et al. (2018), which emphasized the impact of peer groups on students' concern toward education. The findings of Temitope and Ogonsakin (2015) about peer influence among teenagers are further corroborated by this study. It highlights the detrimental effects of peer pressure and underscores the importance of education and preparedness in properly managing such influence.

➤ *Attention Seeking.*

The data shown in Table 8 shows that attention-seeking behavior among students in English courses in Cluster 4 schools in Davao City has a category mean of 3.27. This level is classified as moderately extensive, suggesting that it is occasionally noticed. The ratings for goods vary between 3.02 and 3.67. The conduct of remaining nice when peers are giving attention to other students in English class gets a mean value of 3.02, indicating a moderate level of occurrence. On the other hand, the behavior of "not trying to participate in problematic activities even when specific peers who engage in such activities are present" had an average rating of 3.67, classified as extensive, which means it is regularly seen among the students.

The data suggests that peer response often disengages students from problem behavior. This validates Esen and Gundogdu (2010)'s finding that peer support helps people cope with issues and illnesses by letting go of emotions by talking to someone. Teens benefit from peer help to manage stress.

Statement	Mean	Descriptive Rating
1. Trying to disengage in problem behavior when peers verbally respond or laugh at them.	3.13	Moderately Extensive
2. Not attempting to engage in problem behavior even when specific peers with problem behavior are present.	3.67	Extensive
3. Remaining in pleasant behavior when peers are attending to other students in English class.	3.02	Moderately Extensive
Mean	3.27	Moderately Extensive

➤ *Task Avoidance.*

Table 9 shows that work avoidance is common among English students at Cluster 4 schools in Davao City, with a category mean of 3.64. The mean ratings for the items is 3.39–3.98. In particular, "Not doing the behavior if the teacher requested or ended an English activity" had a mean value of 3.39, indicating moderate frequency. "Not engaging in problem behavior during specific activities in English class" has a mean value of 3.98, indicating that respondents witness it regularly.

This shows that Cluster 4 Davao City pupils often ignore duties in English class. Kelly (2019) agrees that children with impulsivity, oppositional behavior, inattention, and hostility need constant teacher monitoring, redirection, reminders, and regular punishments.

Statement	Mean	Descriptive Rating
1. Not engaging in problem behavior and comply when requested to perform a task in English subject.	3.56	Extensive
2. Not engaging in problem behavior during specific activities in English class.	3.98	Extensive
3. Not doing the behavior if the teacher requested or end an English activity.	3.39	Moderately Extensive
Mean	3.64	Extensive

➤ *Adult Attention.*

Table 10 reveals that adult attention in English courses at Cluster 4 schools in Davao City is common, with a category mean of 3.50. Items average 3.12–3.88, according to ratings. Specifically, "Appearing to disengage in problem behavior to avoid getting attention when the English teacher is attending to other students" had a mean value of 3.12, indicating considerable frequency. The mean rating of 3.88 for "Not engaging in problem behavior because the teacher provides one-on-one instruction to get them back on task" is extensive, indicating that respondents frequently observe it.

This shows that Cluster 4 Davao City kids modify their English class conduct based on adult attention. Gehlbach et al. (2012) found that students and teachers impact each other. Students are more engaged and driven when they feel respected and encouraged in class.

Statement	Mean	Descriptive Rating
1. Disengaging in problem behavior when given a firm directive or when bossed.	3.49	Extensive
2. Appearing to disengage in problem behavior to avoid getting attention when the English teacher attending to other students.	3.12	Moderately Extensive
3. Not engaging in problem behavior because the teacher provides one-on-one instruction to get them back on task.	3.88	Extensive
Mean	3.50	Extensive

➤ *Environment.*

According to Table 11, students in English lessons in Cluster 4 schools in Davao City occasionally notice the environment, as shown by a category mean of 3.35 in this domain. The mean ratings vary from 3.22 and 3.51. The statement "Trying to avoid trouble throughout the day following an earlier episode" has a score of 3.22, indicating that it is occasionally demonstrated. On the other hand, the statement "Disengaging in conflict outside of the English class" has a score of 3.51, indicating that it is regularly observed and extensive. This indicates that the behavior problems of junior high school students in Panabo City are greatly influenced by social interactions. This supports the perspective of Gehlbach et al. (2012) that there is a reciprocal influence between students and teachers, where a positive classroom environment promotes student engagement and motivation.

Statement	Mean	Descriptive Rating
1. Disengaging in conflict outside of the English class.	3.51	Extensive
2. Trying to avoid trouble through the day following an earlier episode.	3.22	Moderately Extensive
3. Avoiding the tendency of following an unscheduled event or a disruption in the routine in the English class.	3.31	Moderately Extensive
Mean	3.35	Moderately Extensive

Table 12 provides a concise overview of the conduct of students in English courses in Cluster 4 schools in Davao City. The overall mean score of 3.43, classified as extensive, indicates that this behavior is regularly observed. The mean score for task avoidance was the greatest at 3.64, indicating a significant and frequent occurrence. In contrast, attention seeking had the lowest mean score of 3.27, suggesting a moderate occurrence that is occasionally observed. These findings indicate that students frequently engage in activities to prevent disruption and problems in the classroom, which has a favorable impact on their overall classroom conduct. This finding is consistent with the research conducted by Machumu (2011), Kitishat and Al-Friehat (2013), and Polat, Kaya, and Akdag (2013), which highlight the importance of effective classroom management in promoting higher cognitive abilities and positive attitudes among students. As a result, it helps to reduce disruptive behaviors such as noisemaking, incomplete assignments, inattentiveness, and other negative behaviors.

Indicators	Mean	Descriptive Equivalent
Peer Relation	3.41	Extensive
Attention Seeking	3.27	Moderately Extensive
Task Avoidance	3.64	Extensive
Adult Attention	3.50	Extensive
Environment	3.35	Moderately Extensive
Overall	3.43	Extensive

C. *Relationship Between Personality Traits and Behavior of Students in English Class in Cluster 4, Davao City*

The study uncovers substantial positive associations between personality factors and the behavior of students in English lessons at Cluster 4 schools in Davao City. Using the Pearson Product Moment Correlation, Table 13 shows a robust correlation ($r = .921, p < 0.05$) between these variables, indicating that alterations in personality traits align with substantial changes in student behavior. The correlation coefficients for extraversion, agreeableness, conscientiousness, neuroticism, and openness are 0.829, 0.899, 0.662, 0.656, and 0.761 respectively. All of these correlations are statistically significant. These findings refute the null hypothesis that there is no correlation between personality traits and student behavior, emphasizing the impact of personality on students' behavior in the English classroom environment.

Personality Traits	Behavior of students in English Class			
	r-value	p-value	Interpretation	Decision
Extraversion	0.829*	0.000	Significant	Reject H_0
Agreeableness	0.899*	0.000	Significant	Reject H_0
Conscientiousness	0.662*	0.000	Significant	Reject H_0
Neuroticism	0.656*	0.000	Significant	Reject H_0
Openness	0.761*	0.000	Significant	Reject H_0
Overall Personality Traits	0.921*	0.000	Significant	Reject H_0

*Significant @ $p < 0.05$

This corroborates Robinson's (2012) perspective that personality factors, in conjunction with teachers' curricular and instructional adjustments, can significantly impact student learning and engagement. This hypothesis carries substantial ramifications for academic achievement among students. Therefore, it is essential to provide teachers with training in developing and facilitating collaboration-based group and pair projects, integrating everyday culture into course design, and improving peer-to-peer interactions. This will enable students to become acquainted with foreign teaching pedagogy.

D. Domains of Personality Traits that Significantly Influence the Behavior of Students in English Class in Cluster 4, Davao City

The impact of personality factors on classroom conducts among junior high school students in Secondary District, Panabo City was evaluated by multiple linear regression analysis, as outlined in Table 14. The model exhibited statistical significance with an F-value of 20.377 ($p < 0.05$), suggesting that personality traits are able to predict classroom conduct. The corrected R-squared value of 0.327 indicates that personality traits explain 32.70% of the variation in classroom conduct, whereas the remaining 67.30% of the variation is influenced by other factors that were not investigated in this study.

Moreover, the table categorizes distinct areas of personality traits, including extraversion, conscientiousness, neuroticism, and openness, as noteworthy indicators of classroom conduct among these kids. Each incremental rise in these characteristics is associated with corresponding increases in classroom conduct by 0.391, 0.151, 0.124, and 0.232 units, highlighting their significant influence in this educational setting.

Personality Traits	Behavior of Students in English Class				Decisions
	B	Beta	S.E.	p-value	
Extraversion	.391*	.327	.078	.000	Reject H ₀
Agreeableness	.129	.107	.076	.092	Accept H ₀
Conscientiousness	.151*	.139	.070	.033	Reject H ₀
Neuroticism	.124*	.134	.062	.040	Reject H ₀
Openness	.232*	.226	.063	.000	Reject H ₀
R ² = 0.327					
F-value = 20.377**					
p-value = 0.000					

Thus, the null hypothesis stating that none of the personality characteristic categories have a substantial impact on the classroom behavior of junior high school pupils in Secondary District, Panabo City is disproven. These findings provide evidence that students' conduct in English class is undeniably impacted by their personality qualities, supporting the viewpoint of Piccinini and Scarantino (2016) that personality factors are vital in assessing language proficiency. They contend that individuals bolster their language proficiency through interactions and performances, hence enhancing their speaking, communication, grammatical, and listening aptitudes. Furthermore, these results provide evidence in favor of Robinson's (2012) claim that the combination of personality traits and teachers' instructional methods has a substantial effect on student learning and involvement, ultimately affecting their total academic achievement.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Summary of Findings

This non-experimental quantitative study used a descriptive-predictive method to determine which personality factors significantly affect junior high school English pupils in Cluster 4 schools in Davao City. The study includes 200 stratified random sampled participants. Data was collected using pilot-tested modified survey questionnaires. Students' personality traits had an extensive mean of 3.67, with extraversion, agreeableness, conscientiousness, neuroticism, and openness scoring 3.63, 3.66, 3.70, 3.71, and 3.67, respectively.

Additionally, English class behavior averaged 3.43, indicating considerable. Peer relationship, attention seeking, task avoidance, adult attention, and environment scored 3.41, 3.27, 3.64, 3.50, and 3.35. The study found a substantial positive association ($p < 0.05$) between personality traits and student behavior, with an overall correlation coefficient (r) of 0.921. Research indicates that extraversion, agreeableness, conscientiousness, neuroticism, and openness positively correlate with behavior ($p < 0.05$), with coefficients of 0.829, 0.899, 0.662, 0.656, and 0.761.

Multiple linear regression analysis showed that personality factors strongly influenced student conduct in English class ($F = 117.884$, $p < 0.05$). The corrected R-squared value of 0.638 showed that personality factors explained 63.8% of student behavior variability. Extraversion, conscientiousness, neuroticism, and openness predicted behavior with regression coefficients of 0.391, 0.151, 0.124, and 0.232.

B. Conclusions

Study findings led to numerous conclusions. The extensive personality qualities of Cluster 4, Davao City English students were extraversion, agreeableness, conscientiousness, neuroticism, and openness. This shows these features, which indicate pupils' lifelong potential for self-realization and development, were commonly noticed.

Second, Cluster 4, Davao City English pupils' behavior was extensive. Peer relations, task avoidance, and adult attention were highly exhibited, while attention-seeking and environmental behaviors were mild. Student behavior that disrupts classroom order and causes teachers problems is suggested by the study.

In Cluster 4, Davao City, personality factors positively correlated with student behavior in English class. This suggests that personality factors affect student conduct significantly.

Finally, extraversion, conscientiousness, neuroticism, and openness significantly affected student conduct in Cluster 4, Davao City English class. This contradicts the null hypothesis, proving that certain personality categories influence classroom behavior.

C. Recommendations

The study's findings and conclusions recommend many considerations. Administrators should emphasize modifying classroom layouts to improve English classes. Maintaining visibility, lighting, and reducing disturbances can reduce stress and create a suitable learning environment, motivating and inspiring pupils.

To address behavioral concerns, English teachers should work with families and educators. Professional interactions can unlock student behavior management insights. Administrators should encourage collaborative learning teams to meet often for multidisciplinary conversations that improve teaching and student engagement.

Teachers should also study motivational ways to promote pupils' self-esteem and self-concept. This strategy promotes class participation beyond academics.

Finally, since personality variables explain only 32.70% of student behavior in English class in Cluster 4, Davao City, future research should examine mediating factors in other contexts. Explanatory research could illuminate personality-classroom behavior relationships.

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