

Teachers' Personality Traits and School Climate on Classroom management in Manolo Fortich District

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Abstract

Teachers' personality traits and school climate are widely regarded as key influences on classroom management, yet localized evidence linking the two remains limited. This study examined the level of teachers' personality traits, school climate, and classroom management, and tested whether personality traits and school climate were significantly related to classroom management among Junior High School teachers in Manolo Fortich District, Division of Bukidnon, Philippines, during School Year 2025–2026. A descriptive-correlational design was used with a researcher-adapted, expert-validated questionnaire (Cronbach's $\alpha = .909$) administered to all 182 Junior High School teachers in the district through universal sampling. Data were analyzed using means, standard deviations, and Pearson product-moment correlation. Results showed that teachers reported a very positive level of personality traits overall ($M = 3.76$, $SD = 0.31$), with Agreeableness rated highest and Neuroticism rated lowest; a very positive level of school climate ($M = 3.65$, $SD = 0.38$), with Academic Emphasis rated highest and Resource Influence rated lowest; and a very effective level of classroom management ($M = 3.74$, $SD = 0.34$), with Classroom Discipline rated highest and Time Management rated lowest. All five personality traits and all five school climate dimensions were significantly and positively correlated with classroom management ($p < .001$), with Extraversion ($r = .797$) and Teacher Affiliation ($r = .783$) showing the strongest overall associations. These findings suggest that positive personality traits and a supportive school climate jointly reinforce teachers' capacity to manage classrooms effectively. Schools are encouraged to pair personality-informed professional development with deliberate efforts to strengthen teacher affiliation, collegial leadership, and resource support.

Keywords: Personality traits, school climate, classroom management

1. Introduction

A teacher's personality shapes how a classroom feels and functions. Teachers who approach their work with calm, kindness, and patience help students feel safe and ready to learn, whereas teachers who react with frustration or volatility tend to unsettle students and undermine focus (Thornell, 2024). Personality is not incidental to teaching; it is one of the mechanisms through which teachers build trust, sustain order, and create classrooms where learning can occur. At the same time, teachers do not manage classrooms in isolation, the broader climate of the school, including how supported, respected, and resourced teachers feel, shapes the confidence and consistency with which they enforce rules, plan lessons, and organize their

rooms (Samaddar, 2023). Classroom management, in turn, is widely recognized as one of the strongest levers for student engagement and achievement, yet it remains one of the most persistent challenges reported by teachers, particularly early- and mid-career teachers who already possess adequate content knowledge but still struggle to translate that knowledge into a well-ordered classroom (Conner, 2021).

This gap is especially pronounced at the local level. In Manolo Fortich District, Division of Bukidnon, no comprehensive study has examined how teachers' personality traits and the school climate jointly relate to classroom management. Without this evidence, school leaders lack a clear, locally grounded basis for deciding which teacher attributes and which climate conditions most warrant investment if the goal is to strengthen classroom discipline, time management, and daily routines. The present study addresses this gap.

Research Questions

This study aimed to determine the level of teacher personality traits and school climate on classroom management in Manolo Fortich District, Division of Bukidnon, during the School Year 2025-2026. Specifically, this study aimed to address the following questions:

1. How do the respondents assess the level of teacher personality traits in terms of openness, conscientiousness, extroversion, agreeableness, and neuroticism?
2. How do the respondents perceive the level of school climate based on affiliation, institutional integrity, collegial leadership, resource influence, and academic emphasis?
3. What is the respondents' level of classroom management with regard to time management, classroom discipline, physical environment, and establishing routines?
4. Is there a significant relationship between the respondents' assessment of personality traits and classroom management?
5. Is there a significant relationship between the respondents perceived school climate and classroom management?

Significance

This study is valuable to school administrators and principals because it shows how a safe and supportive school climate, effective leadership, and clear rules can motivate teachers and improve classroom discipline, guiding leaders in making changes that benefit both teachers and learners. It helps teachers see how their personality traits such as kindness, patience, and organization shape classroom management, allowing them to use their strengths, work on areas for growth, and build stronger relationships with learners. Students gain from secure and well-managed classrooms where good behavior and academic success are encouraged, while parents and the community become more aware of their role in supporting schools. The study also provides insights for future researchers by showing how personality and school environment influence teaching, offering a foundation for further exploration of factors that affect instruction and classroom management.

Scope and Limitations

This study focused on determining teachers' personality traits and school climate on classroom management in Manolo Fortich Districts, Division of Bukidnon for the SY 2025-2026. The respondents were the one hundred eighty-two (182) Junior High School teachers in the schools/division where the study was conducted. The independent variable of personality traits was limited to openness,

conscientiousness, extraversion, agreeableness, and neuroticism, while school climate was limited to teacher affiliation, institutional integrity, collegial leadership, resource influence, and academic emphasis. Moreover, the dependent variables were also limited to classroom management with regard to time management, classroom discipline, physical environment and establishing routines.

2. Literature Review

Personality Traits and Classroom Management

Personality is commonly organized into five broad traits, openness, conscientiousness, extraversion, agreeableness, and neuroticism, each of which has been linked to distinct classroom behaviors. Openness, characterized by curiosity and flexibility, is associated with teachers who adopt innovative pedagogies and adapt readily to diverse learners; open teachers are more willing to integrate technology and try new instructional approaches, which in turn keeps classrooms responsive and engaging (Cueto et al., 2023; Rahman & Sultana, 2024). Conscientiousness, reflected in diligence, organization, and reliability, is one of the more consistent predictors of teaching performance and job satisfaction, as conscientious teachers maintain clear routines, use instructional time efficiently, and follow through on plans (Anwar et al., 2022; Mammadov and Avci, 2025). Extraversion, marked by sociability and energy, helps teachers sustain lively, participatory classrooms and has been linked to stronger classroom discipline outcomes, since outgoing teachers tend to monitor behavior actively and communicate expectations clearly (Sarkar & Dutta, 2024). Agreeableness, empathy, cooperation, and kindness, supports teachers in handling behavioral challenges sensitively and in building the kind of trusting relationships that reduce conflict and increase student cooperation (Gomez & Majestad, 2022; Khan et al., 2023). Neuroticism, the tendency toward emotional instability and stress reactivity, tends to work in the opposite direction: teachers higher in neuroticism report more difficulty sustaining discipline and consistency, although stress-management and emotional-regulation practices can offset much of this effect (Salunkhe, 2024).

School Climate and Classroom Management

School climate, the overall quality of relationships, support systems, and shared values within a school, has repeatedly been linked to how well teachers manage their classrooms. Teacher affiliation, or teachers' sense of belonging and connection to their school community, strengthens commitment and teamwork and reduces the isolation that can otherwise erode classroom confidence (Khanna & Sharma, 2023). Institutional integrity, understood as fairness, transparency, and consistent enforcement of policy, builds the trust among teachers, students, and parents that underlies stable, well-run classrooms (Muthusamy et al., 2024; Ramos, 2023). Collegial leadership, school leaders and teachers collaborating on decisions, improves morale and equips teachers to innovate and to manage their classrooms with greater confidence (Varela & Gomez, 2024). Resource influence, or the availability of instructional materials and facilities, directly affects teachers' capacity to plan and to sustain engagement, with resource-constrained schools reporting greater frustration and lower instructional effectiveness (Simmons & Carter, 2025). Finally, academic emphasis, a school-wide commitment to high standards, is associated with stronger teacher expectations and more consistent enforcement of academic norms, both of which reinforce classroom order (Delgado & Ramirez, 2025; Roberts, 2024). Because classroom rules ultimately operate within a legal and institutional framework, teachers' authority to maintain discipline is also balanced by due-process protections

that require fair, reasonable procedures (Koko & Uriri, 2022; Bright Laws, 2025), underscoring that classroom management is shaped as much by the surrounding school system as by the individual teacher.

Classroom Management

Classroom management is commonly analyzed along four dimensions: time management, classroom discipline, physical environment, and the establishment of routines. Efficient time management, minimizing idle periods and maintaining a clear pace, lowers teacher stress and keeps students focused (Williams, 2022; Leek et al., 2024). Classroom discipline depends on clear expectations paired with consistent, culturally responsive consequences, an approach that supports both academic and social development (Duan et al., 2024). A well-organized physical environment, clean, accessible, and thoughtfully arranged, promotes focus and reduces behavioral issues, while consistent routines give students the predictability that frees teachers to focus on instruction rather than repeated redirection (NSW Department of Education, 2025). Taken together, these dimensions describe not a single skill but a coordinated set of practices that both reflect and depend on the teacher's personality and the climate of the school in which that teacher works.

3. Methodology

Research Design

This study used a descriptive-correlational research design. The descriptive component characterized the current levels of teachers' personality traits, school climate, and classroom management, while the correlational component tested whether personality traits and school climate were significantly related to classroom management. This design was appropriate because the study sought to describe existing conditions and identify associations among variables without manipulating any of them.

Participants

The respondents of this study were one hundred eighty-two (182) Junior High School teachers from public schools in Manolo Fortich District, Division of Bukidnon. These teachers were part of the study because they work daily in the school setting and are directly involved in classroom management. They also show different personality traits that may affect how they lead their classes. Teachers with different years of experience were included, both male and female. The researcher better understood the link between personality, school climate, and classroom management through their insights. The total number of teachers in the district joined as respondents. Each participant was chosen with proper permission and in line with ethical rules. Their participation gave honest views that made the study stronger. The results will help schools improve learning and classroom practices. The teachers were chosen because they have daily experience in guiding learners and managing classrooms. Their role is important in building a positive learning environment.

Data Collection

Following approval from the Schools Division Superintendent, the researcher coordinated with the Public Schools District Supervisors and School Heads of the participating schools. Questionnaires were personally administered to all respondents, who were given sufficient time to respond and were free to ask clarifying questions during administration. Completed instruments were retrieved on-site, checked for completeness, and encoded for analysis.

Data Analysis

Descriptive statistics, mean and standard deviation, were used to describe the levels of personality traits, school climate, and classroom management. Pearson product-moment correlation (r) was used to test the significance of the relationships between personality traits and classroom management, and between school climate and classroom management, at the .05 level of significance.

4. Results and Discussions

Problem 1. How do the Respondents Assess the Level of Personality Traits in terms of Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism?

Table 1
Summary of the Respondent's Assessment of the Level of Teacher Personality Traits

Variable	Mean	SD	Interpretation
Openness	3.80	0.34	Very Positive
Conscientiousness	3.73	0.35	Very Positive
Extraversion	3.78	0.35	Very Positive
Agreeableness	3.83	0.31	Very Positive
Neuroticism	3.66	0.41	Very Positive
Overall	3.76	0.31	Very Positive

Teachers rated themselves very positively across all five personality traits, with an overall mean of 3.76 ($SD = 0.31$), interpreted as Very Positive (Table 3). Agreeableness was rated highest ($M = 3.83$), reflecting teachers' consistent emphasis on cooperation, fairness, and kindness in managing their classrooms, while Neuroticism was rated lowest, though still Very Positive ($M = 3.66$), indicating that most teachers were able to remain emotionally composed under classroom stress even if this was the area with comparatively more variability.

Problem 2. How do the respondents perceive the level of school climate based on teacher affiliation, institutional integrity, collegial leadership, resource influence, and academic emphasis?

Table 2
Summary of the Respondent's Perceived on the Level of School Climate

Variable	Mean	SD	Interpretation
Teacher Affiliation	3.68	0.39	Very Positive
Institutional Integrity	3.66	0.42	Very Positive
Collegial Leadership	3.63	0.45	Very Positive
Resource Influence	3.59	0.47	Very Positive
Academic Emphasis	3.71	0.39	Very Positive
Overall	3.65	0.38	Very Positive

Teachers likewise perceived their school climate very positively overall ($M = 3.65$, $SD = 0.38$; Table 4). Academic Emphasis received the highest rating ($M = 3.71$), suggesting that schools in the district maintain a clear and consistently communicated focus on academic standards, while Resource Influence was rated lowest, though still Very Positive ($M = 3.59$), pointing to resource availability as a comparatively weaker, though not deficient, area of the school environment.

Problem 3. What is the respondents' level of classroom management with regards to time management, classroom discipline, physical environment, and establishing routines?

Table 3
Summary of the Respondent's Level of Classroom Management

Variable	Mean	SD	Interpretation
Time Management	3.70	0.39	Very Effective
Classroom Discipline	3.76	0.36	Very Effective
Physical Environment	3.75	0.36	Very Effective
Establishing Routines	3.75	0.37	Very Effective
Overall	3.74	0.34	Very Effective

Table 3 shows that teachers reported a Very Effective level of classroom management ($M = 3.74$, $SD = 0.34$). Classroom Discipline received the highest rating ($M = 3.76$), indicating that teachers were most confident in their ability to set clear expectations and respond consistently to behavior, while Time Management, though still Very Effective, was rated comparatively lowest ($M = 3.70$).

Problem 4. Is there a significant relationship between the respondent's assessment of personality traits and classroom management?

Table 4
Results of the Test on Relationship between Teachers' Personality Traits and Classroom Management

Teachers' Personality Traits	Classroom Management				Overall
	Time Management	Classroom Discipline	Physical Environment	Establishing Routines	
	r-value	r-value	r-value	r-value	r-value
	p-value	p-value	p-value	p-value	p-value
	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation
Openness	0.661	0.669	0.716	0.657	0.747
	<0.001	<0.001	<0.001	<0.001	<0.001
	S	S	S	S	S

Conscientiousness	0.695 <0.001 S	0.677 <0.001 S	0.513 <0.001 S	0.641 <0.001 S	0.649 <0.001 S
Extraversion	0.607 <0.001 S	0.835 <0.001 S	0.602 <0.001 S	0.562 <0.001 S	0.797 <0.001 S
Agreeableness	0.587 <0.001 S	0.557 <0.001 S	0.807 <0.001 S	0.786 <0.001 S	0.623 <0.001 S
Neuroticism	0.775 <0.001 S	0.633 <0.001 S	0.506 <0.001 S	0.588 <0.001 S	0.621 <0.001 S

All five personality traits were significantly and positively correlated with classroom management and each of its four dimensions ($p < .001$ in every case; Table 6), leading to the rejection of the first null hypothesis. Extraversion showed the strongest overall association with classroom management ($r = .797$) and was particularly strongly related to classroom discipline ($r = .835$), consistent with the view that outgoing, expressive teachers are especially effective at communicating expectations and maintaining active behavioral monitoring. Agreeableness was most strongly related to physical environment ($r = .807$), and Neuroticism, despite being the lowest-rated trait, still showed a strong positive relationship with time management ($r = .775$), suggesting that even teachers who report more emotional reactivity tend to compensate through structured pacing.

Problem 5. Is there a significant relationship between respondents perceived of school climate and classroom management?

Table 5
Results of the Test on the Relationship between School Climate and Classroom Management

School Climate	Classroom Management				Overall
	Time Management	Classroom Discipline	Physical Environment	Establishing Routines	
	r-value	r-value	r-value	r-value	r-value
	p-value	p-value	p-value	p-value	p-value
	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation
Teacher Affiliation	0.653 <0.001 S	0.884 <0.001 S	0.644 <0.001 S	0.599 <0.001 S	0.783 <0.001 S
Institutional Integrity	0.818 <0.001 S	0.566 <0.001 S	0.462 <0.001 S	0.566 <0.001 S	0.577 <0.001 S

Collegial Leadership	0.661 <0.001 S	0.462 <0.001 S	0.661 <0.001 S	0.661 <0.001 S	0.661 <0.001 S
Resource Influence	0.604 <0.001 S	0.641 <0.001 S	0.756 <0.001 S	0.787 <0.001 S	0.678 <0.001 S
Academic Emphasis	0.733 <0.001 S	0.577 <0.001 S	0.543 <0.001 S	0.646 <0.001 S	0.657 <0.001 S

All five school climate dimensions were also significantly and positively correlated with classroom management and its four dimensions ($p < .001$ in every case; Table 7), leading to the rejection of the second null hypothesis. Teacher Affiliation showed the strongest overall association with classroom management ($r = .783$) and was most strongly related to classroom discipline specifically ($r = .884$), the single strongest correlation observed in the study. Institutional Integrity was most strongly related to time management ($r = .818$), while Resource Influence showed its strongest link with establishing routines ($r = .787$), indicating that adequate materials and facilities most directly support the consistency of daily classroom procedures.

5. Conclusion and Recommendations

Conclusion

Based on the result of the study, it is concluded that agreeableness being highest among teachers' personality traits helps improve teachers' ability to handle classroom challenges sensitively and fairly. Agreeable teachers build strong and trusting relationships which will improve discipline in the classroom. Further, a school with a strong academic emphasis exhibits higher teachers' expectations and consistent academic standards. A school culture that focuses on academics inspires both teachers and learners to aim for excellence. When the academics are the main focus, it builds a culture of responsibility and achievement. Moreover, classroom discipline helps students grow both in learning and social skills. It helps students learn accountability and respectful communication. Showing good behavior gives students a strong example to follow, and fair practices also teach students self-control and responsibility.

Recommendations

Based on these findings, the following are recommended:

1. Teachers should encouraged to practice simple stress-management strategies, such as deep breathing, pausing before responding to difficult student behavior, taking short breaks, seeking support from colleagues, and reflecting on stressful classroom experiences to identify effective coping strategies that help them remain calm, patient, confident, and effective in managing student behavior and classroom challenges.
2. Teachers should be guided and supported in using practical, resource-efficient strategies such as real-life examples, available instructional materials, discussion-based teaching, and collaborative group activities, while school heads should provide appropriate learning resources, instructional support, and a positive classroom environment to motivate teachers and strengthen effective teaching and classroom management despite limited resources.

3. Teachers should focus on learner progress by calmly handling or briefly delaying interruptions and working with school leaders so urgent school matters are solved without stopping class activities.
4. Teachers should improve personality-based training and mentoring so they can use their traits better to manage classrooms, build stronger learner relationships, and create more positive and organized learning spaces.
5. Teachers should strengthen important parts of school climate, like teacher affiliation, clear rules, leadership support, resource supply, and academic focus, to help manage classrooms better and keep learning spaces orderly.

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