



PERSONALITY TRAITS AND EMOTIONAL INTELLIGENCE AS DETERMINANTS OF THE PROBLEM BEHAVIOR OF STUDENTS

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Abstract:

This study determined the significant influence leadership practices of school heads and work task motivation as predictors of teachers' behavior. The quantitative approach using the correlational technique and analysis was utilized in this study with a sample of 325 teachers from the elementary schools of Caraga District, Schools Division of the City of Davao Oriental. Sets of adapted survey questionnaires were used to obtain data from the respondents subjected to content validity and reliability analysis. The data were analyzed using the Mean, Pearson-r, and Multiple Regression Analysis. The results reveal that the leadership practices were rated very high, and Work Task Motivation was also rated as high. At the same time, Teacher Behavior was rated high. Moreover, a significant relationship existed between these variables. A no significant relationship between the Leadership Practices and Teacher Behavior was significant. A significant relationship work task motivation and teacher behavior was significant. The extent of the influence of predictor variables on Teacher Behavior was proven significant in the study.

Keywords: educational management, leadership practices, work task motivation, academic motivation, teacher behavior, Philippines

1. Introduction

The problem behavior of students in the classroom threatens the class discussions and lessons and disturbs other students. These problems often overwhelm teachers, particularly novices, and some consider them the most difficult aspect of a teacher's workday. the school population has become increasingly diverse and includes students from a range of different cultures, languages, and socioeconomic backgrounds. This

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diversity challenges the schools to create environments that are sensitive to the myriad backgrounds. One of the issues that challenges the schools is student delinquency. Student delinquency is one of the most prevailing problems affecting school discipline not only in Malaysia but also around the world. These students dare to break the rules without feeling guilty or fear of punishment (Bambara, & Kern, 2021).

Cognizant of the importance of studies on problem behavior of students, the researcher has made an extensive review of literature for possible variables associate with it. In particular, teachers who exhibit unhealthy negative emotions in the classroom have difficulty building strong student relationships, delivering instruction, and managing their classroom, thus often confirming their sense of efficacy (Teachers become more aware of their classroom environment and teacher and student performance develops and succeeds (Muller, Cillessen, Egger, & Hofmann, 2021). When teachers provide the appropriate learning environment, students can make connections and the impact of their learning shines (Wink, LaRusso, & Smith, 2021).

Moreover, to this day, extensive research on emotional intelligence (EI) could have a significant impact on one's life (Getahun, 2023). Yap, Koh, Yap, Tan and Gan, 2019) found that higher EI was a predictor of life satisfaction. In addition, people who are high in EI are also more likely to use an adaptive defence style against deviant behavior and thus exhibit healthier psychological adaptation performance measures of EI have illustrated that higher levels of EI are associated with increased positive interactions with friends and family (Rosales, Fernández, Torroba, M., & Molina, 2021). Negative relationships have likewise been identified between EI and problem behavior (Mayer *et al.*, 2000).

It is in the above context that the researcher would like to conduct a study on the three variables. Much has been said about the problem behavior of students having impact on emotional intelligence. But the researcher has not come across a study that explored other dynamics of personality traits and emotional intelligence as determinants of problem behavior of students in one setting, specifically the local setting. For this reason, the researcher would like to investigate the personality traits and emotional intelligence as determinants of problem behavior of students of teachers. The findings of this study can therefore contribute to new knowledge and the existing literature on each of the subject matters of this study.

This study was conducted to determine which domain of personality traits and emotional intelligence significantly influence the problem behavior of students in the Caraga District. Specifically, it sought answers to the following questions: first to ascertain the level of personality traits of teachers in terms of openness, conscientiousness, extraversion, agreeableness, and neuroticism. The second is to determine the level of emotional intelligence of students in terms self-awareness, managing emotions, motivating oneself, empathy; social skills; and behavioral. The third is to describe the problem behavior of students in terms of sensory, escape, attention, tangible, control; and setting/environment. To determine the significance of the relationship between personality traits and problem behavior of students, emotional

intelligence and problem behavior of students. And the last objective is to determine which domains in personality traits and emotional intelligence significantly influence the problem behavior of students. The following null hypotheses were tested 0.05 level of significance. There is no significant relationship between personality traits and problem behavior of students, emotional intelligence and problem behavior of students and there is no domain of personality traits and emotional intelligence that significantly influences problem behavior of students.

This section provides discussions on the principles, concepts, ideas and viewpoints of various authors who have provided valuable inputs on personality traits which focus on *openness, conscientiousness: extraversion, agreeableness and neuroticism* (Tamir, John, Srivastava, & Gross, 2007). Emotional intelligence focuses on self-awareness, motivating emotions, motivating oneself, empathy and social skills (Connell, 2005). Likewise, discussions were also provided on problem behavior of students which focuses on *sensory, scape, attention tangible, attention and setting arrangement* (Wolraich, Lindgren, Stumbo, Stegink, Appelbaum, & Kiritsy, 1994). Discussions were taken from different books, journals, electronic information resources and unpublished materials which are related to the study.

2. Personality Traits

Quality teacher preparation is the key to building confidence and helping teachers manage stressful situations in the classroom. Additionally, teachers must understand their motivation for choosing this profession, as this can help them thrive in the classroom (Bahrami, & Hosseini, 2023). People may have diverse motivations and aspirations for pursuing a career in teaching. Some may be motivated by sympathy and liking for children or a desire to contribute to the education of future generations (Mammadov, 2022).

Teachers have the chance to influence the lives of every student with whom they work. That is what makes teaching a thrilling and stimulating choice of career (Liu, Li, Zhu, He, & Li, 2022). Alrishan, Alwaely, Alshammari, Alshammari, and Khasawneh, (2023) propose that a considerable number of educators enter the teaching profession without a profound sense of purpose. These individuals for example may find teaching appealing due to their affinity for the English language. However, over time, this initial motivation can evolve into a desire to fulfill the entirety of their role as a teacher, together with their most cherished values. For many people in this field, the ultimate aspiration is the commitment to become more loving (Hassan, & Al Jubouri, 2022).

Although it is not something people are born with, empathy is a skill that can be developed through consistent effort over time. Its usage is particularly critical in the classroom, as it promotes a positive learning environment that is grounded in mutual respect. In a chaotic classroom setting, students may feel overwhelmed and anxious, leading to an increased fear of failure and disengagement from the lesson (Almutairi, & Ahmed, 2022).

3. Emotional Intelligence

As leaders of the classroom, a teacher's emotional intelligence may be the determining factor, especially regarding effective classroom management, and also in the realms of student engagement and instructional strategies. Two teachers may have the same training and preparation and may be aware of the same instructional or management strategies. However, their evaluation and management of situations may be very different and result in very different actions in the classroom. This evaluation of situations and reaction to situations is related to a teacher's emotional intelligence (Elias, 2004; Gurbuz, Gurbuz, 2010).

The role of emotional intelligence is very prodigious in the educational field and in teaching. Emotional intelligence helps teachers to understand their students in a better way. Teachers can make a pedagogical strategy to know the needs of and set goals for their students. In emotional intelligence, empathy is the main idea or concept for teaching and it is significant for the teachers to communicate with students to understand the background and culture of the students (Sulaiman & Hassan, 2011).

In addition, teachers must have strong and comprehensive administrative skills. According to the demands of their work, teachers need to be aware of their abilities, responsibilities and roles in the academic field. To detect weaknesses as in their abilities, teachers necessarily need to seek the opinion of experts and leaders in the field. To manage the socio emotional development of students effectively, teachers too need a socio emotional competency. To deal with students' behavior problems like bullying, aggression and non-response in the classroom, teachers need skills related to socio-emotional competencies (Cooper & Travers, 1996; Richardson, 2011).

A classroom teacher has access to a great deal of information that could potentially be helpful in analyzing a student's behavior: direct observation, interviews with the student, interviews with past teachers and parents; work products, school records, and more. In fact, teachers frequently face problems that are not that students lack sufficient data to understand, but rather that they are saturated with too much global information to easily analyze (Hawken, Crone, Bundock, & Horner, 2020).

In addition, in the development of a positive classroom environment, a teacher plays a highly important role. Teachers can create such conditions inside the classrooms where students feel safe and learn how to work together effectively as individuals. Here, the role of the teachers is to maximize learning and minimize disruptions by fostering among students' attitudes of trust, tolerance, acceptance and cooperation (Zhu, & Shek, 2021).

Sensory is one of the domains of problem behavior of students. Meanwhile, elaborated on Kimball's characteristics when using sensory integration for reducing self-stimulatory and self-abusive behaviors in people who were severely and profoundly disabled. She clarified that the characteristic of self-direction of treatment by people with severe or profound handicaps must be broadened to include responding to activities

offered with communication of preference, lack of withdrawal, eye contact, vocalizations of pleasure, or being relaxed, alert, or smiling (Zhang, Chen, & Zhang, 2021).

On the other hand, the common factor among many studies into the etiology of stereotype misbehaviors is a dysfunction of the sensory processing system, which manifests itself as a sensory deficiency or a sensory overload. The individual with sensory processing dysfunction uses self-stimulation in order to either compensate for restricted sensory input or to avoid over-stimulation. The same behavior may be used for either compensation or avoidance, making it difficult to identify its specific function (Stormshak, DeGarmo, Garbacz, McIntyre, & Caruthers, 2021).

Meanwhile, problem behavior occurred in escape conditions regardless of whether the pre-session condition was the attention or the ignore condition. This indicates that pre-session attention was not an effective manipulation for escape-maintained problem behavior. This is an important finding because of the general similarity between the pre-session condition and escape-maintained problem behavior. Specifically, could help empathy establish attention as a positive reinforcement for engagement that could compete with escape (Sheaffer, Majeika, Gilmour, & Wehby, 2021).

4. Theoretical Framework

Problem-behavior theory is a systematic, multivariate, social-psychological conceptual framework derived initially from the basic concepts of value and expectation in social learning theory and from Merton's (1957) concept of anomie. The fundamental premise of the theory, that all behavior is the result of person-environment interaction, reflects a "field theory" perspective in social science.

This study is anchored on the theory developed by Martin, Marsh, McInerney, Green and Dowson (2007) that despite many teachers' feelings of professional inadequacy, some are able to bring out the best in students with challenging behavior. These teachers positively affect and inspire their students, meet their differing needs, prevent their behavioral problems from being dominant, and increase their potential. Teaching with both their head and their heart, they are considered to be experts in teaching students with behavioral problems.

The findings of EI are consistent with Mayer, Salovey and Caruso (2000) who found a negative relationship between EI and problem behavior. A lower EI was associated with lower self-reports of violent and trouble-prone behavior among adolescents, a correlation which remained significant even when the effects of intelligence and empathy were partially out. Lower EI (as measured by the MSCEIT) has been significantly associated with the higher use of illegal drugs and alcohol, as well as increased participation in deviant behavior (i.e., involvement in physical fights and vandalism).

The conceptual paradigm is presented in Figure 1 the independent variable which is It is shown in Figure 1 the conceptual framework of the study. The independent

variable is personality traits (John & Srivastava, 2007) with the following indicators *openness* which refers as interpretation is a kind of definition in and of itself; *conscientiousness* which refers as the personality trait of being thorough, careful, or vigilant; *extraversion* which means habit of being predominantly concerned with and obtaining gratification from what is outside the self-compare introversion agreeableness and neuroticism which refer as is a fundamental personality trait in the study of psychology characterized by anxiety, fear, moodiness, worry, envy, frustration, jealousy, and loneliness.

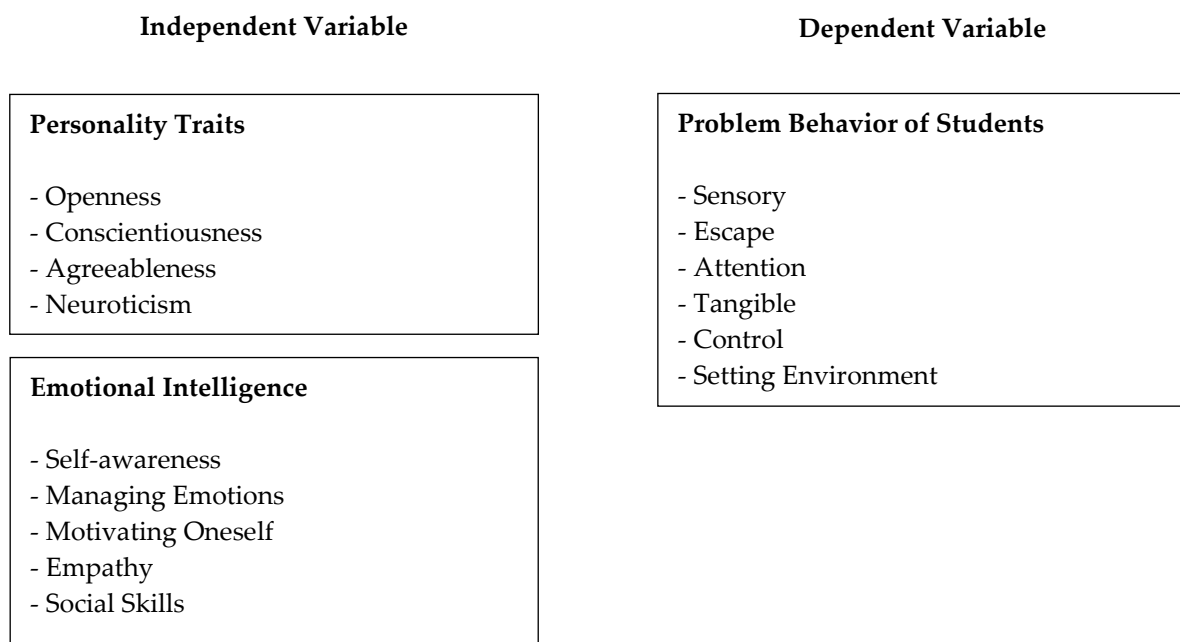


Figure 1: Conceptual Framework of the Study

4.1 Emotional Intelligence

In this study, this refers to *self-awareness*, relating to individuals who possess this capacity are confident in themselves and the decisions they make; *managing emotions* refers; this is based on self-awareness and dealing with feelings to be appropriate with the current situations through the capacity of self-calming; *motivating oneself*, and directing the emotions to serve a certain goal, *empathy* is a capacity based on awareness of emotions, where empathy motivates the human being, where empathy results in the individual giving preference and care to the well-being of the other rather than to him/herself; and social skills this refers to directing human relations or social skills by managing and adapting the others' emotions and the capacity for effective leadership and influence on the others through their feelings.

While the dependent variable is the problem behavior of the student, it has the following indicators namely; *sensory* or perceived or feel; *escape* or a possible reaction in response to stimuli indicative of danger; *attention* refers to situations where people use excessive or inappropriate behaviors in order to gain attention; *tangible* desire for attention from peers adults; *control* or refers to facts that show whether there is a right to

direct or control how the worker does the work and *setting/environment* or this means, that this term would include all activities regardless the fact, how insignificant their impact on the environment. A walk, any human movement, even breathing (Lewis, Scott & Sugar, 1994).

Citizens are realizing that a society cannot operate unless its citizens follow certain moral principles, and schools are realizing that without character education, which can help establish a good learning environment, education itself may not be effective. It explains the significant role and responsibility of educational institutions in building good character in their clientele the students. Changing behavioral patterns, and attitudes manifest themselves through this character in external action (Stain, 2012).

Behavioral problems have been constant in the school environment for centuries. Recently, as the disruptiveness is impeding the learning and safety within the school environment the problem has begun to receive more attention. The lack of discipline encourages students to act out with little or no fear of consequences (Lansbury, 2010).

Public schools are designed to provide instructional programs that foster the educational success of all students and shape citizens who can contribute in positive ways to society. Working to promote successful school experiences for students with emotional/behavioral disorders (EBD) can be a particularly challenging task because of the necessity for multi-faceted and cohesive programming to effectively meet multiple needs. Emotional or Behavioral Disorder (EBD) refers to a condition in which behavioral or emotional responses of an individual in school are so different from his/her generally accepted, age-appropriate, ethnic or cultural norms that they adversely affect performance in such areas as self-care, social relationships, personal adjustment, academic progress, classroom behavior or work adjustment (National Association of School Psychologists, 2004) cited by Lehr and McComas (2005).

In the same manner, the conduct of this study will help teachers may benefit from this study since they may be able to know their personality traits and emotional intelligence on problem behavior of a student in Caraga District thus; they may contribute to the further improvement of their respective teacher on the said aspects and eventually may provide advantages to the community in general. Further, this will also help them in the formulation of learning objectives that are suited to students' learning needs. Similarly, the findings of this study will benefit guidance counsellors in the formulation of a systematic record of students' learning behaviour anchored on classroom management. Likewise, the given results would provide them with a new perspective in interpreting students' learning behaviour. Consequently, the findings of this study will also help to improve the behavior of the students not only inside the school but also in their outside campus life. This will also allow them to develop positive learning that will help them open up to more positive thoughts and actions about themselves.

Finally, this study will also serve future researchers as a valuable reference that will help them conduct their own related studies. The weaknesses and other limitations will challenge them to either replicate or conduct the study using other research methodologies.

5. Method

5.1 Study Participants

The respondents of this study are determined using the Slovin's equation using simple random sampling. The subjects of the study are the 250 teachers of Caraga Davao Oriental District. Presented below are the respondents of the study who were public elementary school teachers in Caraga Davao Oriental, Division of the Davao Oriental for the school year 2021–2022. The distributions of the respondents were as follows: 50 teachers from School A, 27 from School B, 13 from School C, 42 from School D, 29 from School E, 21 from School F, 29 from School G, 29 from School H, 30 from School I, and 29 from School J. the subject of the study with the total number of 250 respondents.

Moreover, the researcher considered the inclusion and exclusion criteria in the selection of the respondents of the study. The teacher respondents were regular teachers among public elementary schools in Caraga District whose plantilla numbers are in the Department of Education. Teachers were willing to submit themselves and were permitted by their school heads to undergo the survey to be conducted. Those teachers who voluntarily agreed with the informed consent were included in the survey, hence, teachers who clearly confessed their denial were excluded from the study. The study excluded all Junior High School, grade 11 and grade 12 students who are below 18 years of age. The study, on the contrary, the researcher will also make an effort to remind the respondents that their participation in the study is entirely voluntary, and they can withdraw if they wish to without being penalized for it. They can withdraw their participation if, during the conduct of the study, they have other commitments, have health issues, and the like.

5.2 Materials and Instruments

There were three sets of questionnaires adopted from authors of different studies, which were validated by experts in questionnaire construction. The adapted standardized questionnaire is valid in contents as it went through a series of modifications to classify the most reliable and valid questions. Further, it was already tested and proven by the authors per se. The questionnaire was designed in a very comprehensive form with the help of expert validators to provide the respondents with ease and comfort in answering each question and in understanding the objective of the study. Upon validation, the questionnaire got an overall mean score of 4.28 equivalent to a very good descriptive rating given by the expert validators.

Moreover, pilot testing was also applied. Cronbach alpha will be used to check the validity of the questionnaire with the following measures: personality traits emotional intelligence and problem behavior of students.

Cronbach's alpha consistency coefficient customarily ranges between zero to one. However, there was no lower limit to the coefficient. The closer the Cronbach's alpha coefficient to one, the larger the internal constancy of the items in the scale (Gliem &

Gliem, 2003), and there would be modifications to check the validity of the questionnaires.

The three parts of the questionnaire dealt with personality traits emotional intelligence and problem behavior of students with Cronbach Alpha result of .912. The second questionnaire measures the level of personality traits with a Cronbach Alpha result of .877 which implies that the items have relatively high openness, conscientiousness, extraversion, agreeableness, and neuroticism variable questionnaire was adapted from ((John, Srivastava, 2007). The third part questionnaire is on, the scale for an employee on emotional intelligence which focuses on self-awareness, motivating emotions, motivating oneself, empathy and social skills (Connell, 2005). Cronbach's Alpha was applied to check the reliability of the instrument of .818.

The scales used to interpret experiences of personality traits and emotional intelligence of teachers and problem behavior of students are as follows. The 5-point Likert scale will be used with the following range of means and its descriptions 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

5.3 Design and Procedure

The study used the quantitative non-experimental method of research design employing the correlational technique. The quantitative non-experimental research method was used in this study because it is the nature of a situation as it exists at the time of study and it explores the causes of a particular phenomenon, in which data gathered in the level of the integration is correlated with the findings as to the relations of two variables, i.e., personality traits and emotional intelligence as determinants of problem behaviour of students (Christensen, Kanikicharla, Aldrian, An, Cavalcanti, de Castro, & Zou, 2013).

Furthermore, the descriptive survey is valuable in proving facts upon which scientific judgments may be based. It provides essential knowledge about the nature of objects and persons and also plays a large part in the development of instruments for the measurements of various things, with suitable data-gathering instruments. The descriptive-correlational survey method was appropriate for the present investigation for it dealt with the description and determination of both independent and dependent variables (Creswell, 2021).

The initial step in data gathering was asking permission from the Dean of the Graduate School of the University of Mindanao, also with the Division of Davao Oriental, as well as the different schools to allow the researcher to conduct the study. Upon approval, the researcher travelled to different departments to personally hand the approved letter with Google Form links to the questionnaires. The researcher was very grateful for the positive responses among offices from the different schools of the Davao Oriental.

Due to the pandemic's health requirements, the questionnaire was distributed online through the Google Form platform. The link to the Google Form was distributed to several groups through Facebook Messenger and school research coordinators assisted the researchers in disseminating the Google links to the different schools. On the other hand, to guarantee that there would be 315 responses, the survey was kept open for at least one month. The study's collection of data started in the 1st week of June 2020 and was completed in February 2021. To determine the significance of the mediating effect variable, Pearson-r was used. In addition, linear regression determines the predictors of the dependent variable given the list of independent variables. The study evaluated whether experienced personality traits and emotional intelligence as determinants of problem behavior of students.

On the other hand, the researcher observed complete ethical standards in the study by tracking the protocol assessments and standard criteria set by the University of Mindanao Ethics Review Committee (UMERC) with certification number 2022-013. The participants will be given the free will to voluntarily contribute without any form of cost during the study. Additionally, following the Data Privacy Act of 2012, the researcher ensured that the respondents' private information was kept secret. The researcher also ensured that the information gleaned from the survey questions was correct and that the sources of the information were acknowledged correctly. Overall, before, during, and after the study, the researcher adhered to all ethical standards established by UMERC.

6. Results and Discussion

This chapter presents the data on teacher personality, emotional intelligence, and teacher behavior. The order of presentation is based on the objectives as follows: level of leadership practices; level of work task motivation; level of teacher behavior; the significance of the relationship between leadership practices and teacher behavior and significance of the relationship between work task motivation and teacher behavior, and; the extent of influence of predictor variables on teacher behavior.

6.1 Level of Teachers' Personality

Shown in Table 1 are the average scores for the indicators of teacher personality with an overall mean of 4.21 described as very high with a standard deviation of 0.25. The high level could be attributed to the equally *high* rating given by the respondents. The cited overall mean score was the result gathered from the computed mean scores of its indicators. It could be gleaned from the data that the indicator with the highest mean rating of 4.30 or very high is *extraversion*. In contrast, the indicator with the lowest mean rating of 4.06 or higher is *openness*. The two highest indicators are *extraversion and neuroticism with a mean rating of 4.30 and 4.21 with the standard deviation of 0.37 and 0.50*. Moreover, for *extraversion*, the highest items were *being able to generate a lot of enthusiasm and having priorities that are consistent with its values*. For *neuroticism*, the two highest items were *having an active imagination and get nervously easily*.

Table 1: Level of Teachers' Personality

Indicators	SD	Mean	Descriptive Level
Extraversion	0.37	4.30	Very High
Aggressiveness	0.50	4.21	Very High
Conscientiousness	0.49	4.19	High
Neuroticism	0.40	4.27	Very High
Openness	0.42	4.06	High
Overall	0.25	4.21	Very High

The result showed a high level of teachers' personality. This indicates that teacher's qualities represent a variety of skills and appear to be served by a variety of personality traits as well. This implies that teachers are very high on the traits of this indicator implemented in their classroom such as having an energetic personality and full of energy. In addition, aggressiveness implies that the teacher is sociable, prepares for the job and does things efficiently. This finding conforms with the pronouncement of Zhang *et al.*, (2021) which stated that personality trait is a relatively stable characteristic that causes individuals to behave in certain ways.

The finding conforms with the statement of Moskowitz *et al.*, (2010) that an enthusiastic teacher can make a tremendous difference in student motivation and engagement in regards to learning. This kind of teacher becomes energized about her students as well as her subject area and approaches teaching with excitement, hope, and charisma. The result conforms to the idea of Noffle and Poropat (2009) that great teachers are always organized and prepared for class. Their lessons are clearly structured so that students can easily follow them. Organized teachers can quickly find their teaching materials so that there are minimal distractions in class.

6.2 Level of Emotional Intelligence

The second objective was to determine the level of emotional intelligence which was measured through a survey questionnaire with the following indicators: self-awareness, motivating emotions, motivating oneself, empathy and social skills. Shown in Table 2 are the data on the level of emotional intelligence. Computations yield a grand mean of 4.29 or very high with a standard deviation of 0.23 and this indicates that the emotional intelligence is always manifested. It could be gleaned from the data that the indicator with the highest mean rating of 4.45 or very high is *managing emotions*. In contrast, the indicator with the lowest mean rating of 4.16 with a standard deviation of 0.33 or still *high* is self-awareness

The two highest items were *managing emotions and social skills* with a mean rating of 4.45 or very high and 435 or very high. Moreover, for *managing emotions*, the two highest items are *being able to rarely 'fly off the handle' at other people and Being able to rarely tell what kind of mood they are in*. For *social skills* the highest items are *generally building solid relationships with those they work with and liking to ask questions to find out what it is important to people*.

The high level of emotional intelligence is due to a very high rating given by the students, self-awareness, motivating emotions, motivating oneself, empathy and social skills. This indicates that students with higher levels of emotional intelligence are able to keep a check on their emotions better and be empathetic to others around them. This can help them develop improved self-motivation and more effective communication skills-essential skills to helping students become more confident learners. Various authors Rosales *et al.* (2021) and Muller *et al.* (2021) said that students with higher emotional intelligence scores tend to be more socially competent, to have better quality relationships, and to be viewed as more interpersonally sensitive than those with lower emotional intelligence scores. Thus, helps them build stronger relationships, succeed at school and work, and achieve their career and personal goals. It can also help to connect others' feelings, turn intention into action, and make informed decisions about what matters most to them.

Table 2: Level of Emotional Intelligence

Indicators	SD	Mean	Descriptive Level
Self-Awareness	0.33	4.16	High
Managing Emotions	0.34	4.45	Very High
Motivating Oneself	0.40	4.31	Very High
Empathy	0.38	4.16	High
Social Skill	0.37	4.35	Very High
Overall	0.23	4.29	Very High

6.3 Level of Problem Behavior of Students

The third objective was to determine the level of problem behavior of students which was measured through a survey questionnaire with the following indicators: scape, attention tangible, attention and setting arrangement. Shown in Table 3 are the data on the level of teacher behavior. Computations yield a grand mean of 4.28 or high with a standard deviation of 0.25 and this indicates that the problem behavior of students always manifested. It could be gleaned from the data that the indicators with the two highest mean ratings of 4.40 or very high are *sensory* and *scape*. In contrast, the indicator with the lowest mean rating of 4.14 with a standard deviation of 0.35 or still *high* is *setting/environment*. The two highest items are *sensory* and *scape* with a mean rating of 4.40 or very high. Moreover, for *sensory* the two highest items *continuing to occur if this person were left alone for extended periods* and *appearing that this person is engaging in the behavior because it feels, tastes, looks or sounds appealing*. For *escape* the highest items are *occurring when this person is asked to perform schoolwork or a difficult task* and *Behaviour is taking place when any request is made of this individual*.

The dependent variable considered in this study is problem behavior of students which is described as very high. The level of problem behavior of students revealed that classroom teacher has access to a great deal of information that could potentially be helpful in analyzing a student's behavior: direct observation, interviews with the student, interviews with past teachers and parents; work products, school records, and more. The

high level is derived from the responses which are majority all high levels. The indicators are, *sensory, escape, attention and setting arrangement* have very high to high ratings positive classroom environment a teacher plays a highly important role. Teachers can create such conditions inside the classrooms where students feel safe and learn how to work together effectively as individuals. Here, the role of the teachers is to maximize learning and minimize disruptions by fostering among students' attitudes of trust, tolerance, acceptance and cooperation (Yap *et al.*, 2019)

Table 3: Level of Problem Behavior of Students

Indicators	SD	Mean	Descriptive Level
Sensory	0.40	4.40	Very High
Escape	0.30	4.40	Very High
Attention	0.52	4.30	Very High
Tangible	0.42	4.18	High
Control	0.43	4.23	Very High
Setting/Environment	0.35	4.14	High
Overall	0.25	4.28	Very High

The result is connected to the views of various authors (Ttormshak *et al.*, 2021) which emphasized that this person engages in the behaviour because it feels, tastes, looks or sound appealing and appear calm and unaware of anything else going on around him/her. The study of Wink *et al.*, (2021) clarified that the characteristic of self-direction of treatment by people with severe or profound handicaps must be broadened to include responding to activities offered with communication of preference, lack of withdrawal, eye contact, vocalizations of pleasure, or being relaxed, alert, or smiling. Iwasaki and Holm (2009) revealed that the common factor among many studies into the etiology of stereotype misbehaviors is a dysfunction of the sensory processing system, which manifests itself as a sensory deficiency or a sensory overload.

6.4 Significance on the Relationship between Personality Traits and Problem Behavior

Depicted in Table 4 is the result of the test of the relationship between personality traits and is not significantly related to the level of problem behavior of students. This relationship was tested at a 0.05 level of significance. In particular, it revealed a negative and no significant relationship between all indicators of personality traits and problem behavior, as revealed in the p-value of greater than 0.05, and with an r-value of .096. When all indicators of personality traits are correlated with the indicators of problem behavior all of the R values were greater than $p < 0.05$ significant level hence, not significant. The null hypothesis is accepting the hypothesis that there is no significant relationship between personality traits and the problem behavior of students. When extraversion is correlated with all indicators of problem behavior with an r value of .258 and p value of .066 hence not significant.

The current study revealed no significant relationship between personality Traits and Problem Behavior This implies that a teacher's personality is not correlated with

personality Traits and Problem Behavior which can be seen on the data. This negates the study of Alrishan *et al.*, (2023) which mentioned that personality may have an effect on job outcomes such as job performance and work engagement. Teachers who perform well in teaching and providing quality instruction are those who display certain traits of personality, such as openness, enthusiasm, and emotional stability. The negation of the findings of this study may have been due to other reasons not covered in this study that the respondents observed.

Table 4: Significance of the Relationship between the Personality Traits and Problem Behavior

Personality Traits	Problem Behavior						
	Sensory	Escape	Attention	Tangible	Control	Setting/Environment	Overall
Extraversion	.016 (0.789)	.038 (0.509)	.057 (0.329)	.056 (0.340)	.036 (0.532)	.038 (0.514)	.066 (0.259)
Aggressiveness	.122* (0.036)	-.081 (0.165)	.042 (0.462)	.021 (0.720)	-.044 (0.453)	.012 (0.834)	.026 (0.661)
Conscientiousness	.156* (0.007)	.057 (0.328)	.053 (0.362)	.040 (0.494)	-.082 (0.161)	.031 (0.596)	.065 (0.264)
Neuroticism	-.036 (0.537)	-.079 (0.176)	.027 (0.642)	.065 (0.263)	.024 (0.680)	.021 (0.715)	.014 (0.816)
Openness	.073 (0.210)	-.016 (0.789)	.059 (0.309)	.115* (0.049)	.035 (0.549)	.115* (0.047)	.105 (0.070)
Overall	.128* (0.027)	-.029 (0.622)	.084 (0.150)	.100 (0.084)	-.019 (0.746)	.074 (0.202)	.096 (0.100)

*Significant at 0.05 significance level.

6.5 Significance of the Relationship between Emotional Intelligence and Problem Behavior

Illustrated in Table 5 is the result of the test of the relationship between emotional intelligence and problem behavior of students. The result shows that the overall values reveal a positive and significant relationship between emotional intelligence and the problem behavior of students. The overall result reflects that personality traits is positively correlated with problem behavior of students since the overall r- value is .174 with a p-value $p < 0.03$, hence rejecting the null hypothesis. When all indicators of emotional intelligence are correlated with all indicators of problem behavior hence significant except for managing emotion hence, not significant. Hence, there is a positive association between the two variables. In particular, self-awareness is correlated with all indicators of problem behavior of students with an r-value of .064 and p-value of .271 hence significant except tangible and control hence, not significant.

**Table 5: Significance of the Relationship between
Emotional Intelligence and Problem Behavior**

Emotional Intelligence	Problem Behavior						
	Sensory	Escape	Attention	Tangible	Control	Setting/Environment	Overall
Self-Awareness	-.044 (0.453)	-.059 (0.309)	-.016 (0.781)	.129* (0.026)	.116* (0.045)	.100 (0.085)	.064 (0.271)
Managing Emotions	-.008 (0.896)	-.026 (0.655)	.079 (0.173)	.148* (0.011)	.123* (0.034)	.159* (0.006)	.134* (0.021)
Motivating Oneself	-.023 (0.691)	-.034 (0.559)	-.050 (0.395)	.056 (0.333)	.072 (0.217)	.034 (0.561)	.015 (0.781)
Empathy	-.068 (0.241)	.028 (0.631)	-.027 (0.642)	.124* (0.033)	.163* (0.005)	.141* (0.015)	.094 (0.105)
Social Skill	.276* (0.000)	.176* (0.002)	.104 (0.075)	.207* (0.000)	.013 (0.824)	.050 (0.389)	.216* (0.000)
Overall	.045 (0.441)	.030 (0.605)	.027 (0.642)	.221* (0.000)	.163* (0.005)	.161* (0.006)	.174* (0.003)

*Significant at 0.05 significance level.

When managing emotions is correlated with all indicators of problem behavior of students with an r-value of .134 and p-value of .021 hence significant except sensory, scape and attention hence, not significant.

The present study reveals a significant relationship between emotional intelligence and problem behavior. This implies that quality of work life influences professional commitment which can be seen on the data. This confirms the study of Bahrami and Hosseini, M. (2021) lower EI (as measured by the Mayer–Salovey–Caruso Emotional Intelligence Test [“MSCEIT”]) has been significantly associated with higher use of illegal drugs and alcohol, as well as increased participation in deviant behavior (e.g., involvement in physical fights and vandalism).

In particular, it revealed a positive and significant relationship between all indicators of work task motivation and teacher behavior, as revealed in the P-value of less than 0.05, and with an r-value of .606 on intrinsic motivation .579 on identified motivation, .482 on introjected regulation, .526 on external regulation, and .411 on amotivation and .805 on community attachments/linkage, with an overall value of 874.

6.6 The Extent of Influence of Predictor Variables on Problem Behavior

Data shown in Table 6 are the regression coefficients to test the significant influence of the overall personality traits and emotional intelligence on problem behavior. Using the regression analysis the data revealed that the overall personality traits and emotional intelligence significantly influence problem behavior since the influence of leadership practices and work task motivation on their problem behavior has the F value 5.565 and $p < 0.04$. This means that leadership practices and work task motivation significantly influence problem behavior since the probability value is $p < 0.04$. The R2 value of 0.036 implies that 36 percent of the variance of personality traits and emotional intelligence can be attributed to the variance of problem behavior while the remaining 64 percent were attributed to other factors not covered by the study.

Table 6: The Extent of Influence of Predictor Variables on Problem Behavior

Problem Behavior (Dependent Variables)				
Independent Variables	β (Standardized Coefficients)	B (Unstandardized Coefficients)	t	Sig.
Constant	3.106	.360	8.634	.000
Personality Traits (PT)	.079	.080	1.367	.173
Emotional Intelligence (EI)	.166	.195	2.888	.004
R	.191			
R ²	.036			
F	5.565			
p	.004			

However, emotional intelligence emerged as a significant predictor of problem behavior, with the highest beta coefficient of .166.

One of the important purposes of this study is to determine which indicators of personality traits best influence the problem behavior. The overall result revealed that a teacher's personality influences problem behavior. This supports the proposition of Kumari *et al.*, (2022) who said that despite the competencies already found to be associated with a teacher's ability to teach students with behavioural problems, it is worthwhile attempting to define this type of ability further by exploring whether and how large a role personality plays in teaching students with behavioural problems. Personality comprises the thoughts, feelings, and behaviours of both the teacher and the student in the classroom. Hence, conflicts between them may arise as a result of alleged differences in personality. When the relationship between teacher personality and the ability to teach students with behavioural problems is confirmed, evident traits may be enhanced during teacher education. The first step is to gather evidence on the personality traits of expert teachers of students with behavioural problems.

7. Conclusion and Recommendation

Based on the findings of the study, conclusions are drawn in this section. The level of the teacher's personality was very high. The level of emotional intelligence of teachers was very high. The level of problem behavior of students was very high. There is no significant relationship between personality traits and problem behavior. There is a significant relationship between emotional intelligence and problem Behavior emotional intelligence best predictor of problem behavior.

Based on the foregoing findings and conclusions, a number of recommendations are offered. The high level of teacher's personality, emotional intelligence and problem behavior. of teachers suggest that school heads need to build educational leaders and administrators encourage teachers who are engaged and perform well are able to create their own resources, which then foster engagement again over time and create a positive gain spiral. The not significant connection between personality traits and problem behavior suggests that more attention should be paid to improving work-related

resources among teachers in an effort to enhance work-related engagement. Teacher training programs could provide more feedback to future teachers and more recognition to students and interns who excel in their work. If teachers are more engaged in their jobs, these stakeholders will likely see the beneficial ripple effects, as happier, more engaged teachers may have a positive influence on the students that they teach.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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