
The Big Five Personality Factors and their Relationship with Classroom Management Styles of Middle School Teachers -A Field Study in the Municipality of Metlili and the Wilaya of Ghardaia

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Abstract:

The present study aimed to investigate the relationship between the Big Five personality factors (Extraversion, Neuroticism, Agreeableness, Conscientiousness and Openness to Experience) and classroom management styles of middle school teachers in Metlili municipality. The study used a descriptive approach in accordance with the nature of the research topic. In order to collect the necessary data, the study used Costa and McCrae's (1992) Big Five Personality Factors Questionnaire and a Classroom Management Styles Questionnaire. The study was conducted on a sample of 226 secondary school teachers. After collecting and tabulating the data, the hypotheses were tested using the SPSS statistical package and the following results were obtained:

- * The Big Five personality factors contribute to the prediction of middle school teachers' classroom management styles.
- * The order of importance of the Big Five personality factors among the study sample is as follows: Conscientiousness, Extraversion, Agreeableness, Openness to Experience and finally Neuroticism.
- * The predominant classroom management style among secondary school teachers is the democratic style, followed by the autocratic style, and finally the laissez-faire style.

Keywords: Big Five personality factors, classroom management styles, middle school teachers.

1. The Problem:

The teaching profession is considered one of the oldest professions known to mankind, according to those who study the history of the professions, because of its role in raising the level of human beings and taking them to the highest levels. The teaching profession is characterised by the existence of ethical rules that govern it, which serve as a frame of reference that renews the path from

which each of its members must not deviate. If we want to define the teaching profession, we find that it is a work that provides a specific and unique social service, organised according to defined ethical principles and rules to which its members are committed in their dealings with others, whether they are learners or guardians.

The specificity of the teaching profession lies in the differences in the interaction and personality traits of individuals, which have an impact on the level of professional performance of teachers and the category of learners, who have a knowledge environment that lacks maturity and a limited ability to reason. The greater the gap between the level of the teacher and the level of the pupils, the more difficult the teacher's job becomes. Therefore, the teacher who enjoys a sound personality, competence, self-control and harmony enables him to interact well with his students, which can play an important role in building the students' personality and forming their attitudes, tendencies and emotions through the social interaction that takes place between the teacher and the learner. Al-Azraq (2000) believes that no less than 60% of the success of the educational process is due to the teacher and only 40% to the curriculum and management. (Quandouz, 2014, p:5)

Despite the agreement on the unity of the teacher's personality, which is represented in balance, lack of emotional outbursts, good appearance and form, self-confidence and respect for it, development of self-discipline for students, and the ability to convey information and express their ideas in a clear manner, taking into account individual differences among students, because of its integration as a social product on the one hand and as a driver of the individual's behaviour and attitudes in life, which have been defined by psychologists, where "Linda Davidov" defines it as those relatively consistent and continuous patterns of perception, feeling, thinking and behaviour, (Ghyari Abu Shujairah, 2015, p. 16). And due to the element of individual differences, personality varies from one individual to another due to the traits and factors that stamp each personality and make it unique in its behaviour, interaction, and even psychological life. This is supported by a study (2013), which aimed to identify the personality traits of the effective teacher from the perspective of pre-service teachers in the (USA) and China. The results of the study revealed 12 personality traits, the most prominent of which were (enthusiasm, sense of humour, patience, responsibility, kindness, honesty, respect, adaptability, fairness, high expectations) and they had a significant positive effect on their training performance. The study also showed that the trait of anxiety was higher in women than in men, which had a negative effect on their training performance.

It has been observed that the personality of teachers has an influence on their educational performance, which leads us to study personality, despite the fact that the scientific study of human personality as a behavioural phenomenon is fraught with many complexities and problems. The most important of these

problems is the difficulty of providing an appropriate methodological approach to studying and describing personality and, consequently, attempting to predict and control behaviour.

Many researchers interested in the study of personality have used the classificatory method, assuming the existence of a set of similar psychological, physical, and mental characteristics that can be used to classify people into distinct personality types or models, as seen in the psychological studies of Sheldon, Kretschmer, and their successors. Others have approached the study of personality by attempting to understand it through the dimensions, factors, and traits that collectively make up the human personality, as exemplified by the studies of Guilford, Cattell, Allport, and others who advocate this dimensional and factorial approach to the study of personality.

Costa and McCrae's (1985) five-factor model of personality is considered one of the most important and recent models for personality traits, assessment and prediction (Jabr, 2012). This model aims to group the distributed human traits into basic categories and ensure that these categories remain as indispensable factors in describing human personality (Baqaei, 2015, p.427-428).

However, there is a general consensus among psychologists on the five personality factors: Extraversion, Neuroticism, Openness to Experience, Agreeableness and Conscientiousness.(Al mowafi waratti,2006.p02) These factors directly influence an individual's behaviour and response to internal and external stimuli.

Personality factors influence many aspects of life. A study by Ahmed (2009) showed a relationship between personality factors and lifestyle. A study by Faimbo (2010) showed a relationship between personality factors and psychological resilience. The results of a study by Al-Anzi (2010) showed a relationship between the Big Five personality factors and thinking styles. A study by Judah (2010) examined the relationship between the Big Five personality factors and life satisfaction. Jitters et al. also examined the five major personality dimensions and psychological well-being. All of these studies touch on important aspects of life and the degree of effectiveness within them.

Therefore, it has become necessary to focus on the personality of teachers, as they face pressures and conflicts due to the conditions of the society in which they live, which may affect their perceptions, beliefs and expectations, leading to changes in their physical, emotional, cognitive and social functioning. This enables them to fulfil their role as educators more effectively. They are the sole pioneers of the educational process and the primary responsible party in the classroom. They have the ability to create a conducive and positive classroom environment that encourages learner innovation and brings about significant improvements in their academic achievement by creating a pleasant environment characterised by fun, learning and interaction among learners.

In addition, classroom management is the way in which the teacher organises his work in the classroom and proceeds accordingly in order to achieve the

educational and instructional objectives he wants to achieve from the lesson. On this basis, classroom management aims to provide a suitable classroom environment for the teaching-learning process to ensure the achievement of the objectives set, which requires the measurement of different performance skills within the classroom, whether in organising situations and interactive relationships between the teacher and students, or in guiding and modifying behaviour in line with the educational objectives. All of this requires the teacher to choose the appropriate methods and management style for the classroom, taking into account individual differences and student characteristics. One of the most common patterns is the “authoritarian-autocratic style”, where the teacher tries to exploit his or her position, uses coercive and terroristic methods, and is concerned with maintaining the educational situation as it is. This is what the study of Demyati (1999) referred to, whose subject was the effect of using the authoritarian and permissive style in managing the classroom with middle school students in Medina, and a simple random sample was selected consisting of 106 students, and the study found that the permissive style is the best in managing the classroom, while the authoritarian style is the weakest in managing the classroom, and there is another style, which is the democratic style, which gives a great deal of independence and freedom to students to practice classroom activities and behavioural patterns that increase their learning opportunities and communication among them. The study also allows students to make appropriate decisions and choose their peers to work with. This management style in the classroom leads to the development of the learner’s personality in all aspects and strengthens their mental health. This was highlighted in a study by Ramzi Gharib (1987) which aimed to understand the cognitive, moral and human characteristics that contribute to a teacher’s failure in their profession and negatively affect their classroom management and their students. It also sought to identify the characteristics that contribute to a teacher’s success and their positive impact on students.

The results of the study showed that human qualities and traits are among the most important factors that strengthen the relationship between the teacher and his or her students and greatly influence the effectiveness of education. Cruelty in treatment, not helping students solve their problems and not supporting them are important factors that undermine and hinder this relationship, which is reflected in students’ acceptance of the teacher and their responsiveness to the teaching method, which ultimately contributes to students’ academic failure.(Gharib ,1987,p35)

In addition to the laissez-faire style, which is also called the chaotic style, the latter leads to a waste of time and effort, laxity and chaos, and fragmentation of the work unit. It is seen as a destructive tool and does not take into account the elements and foundations of classroom management. It is far removed from contemporary administrative thinking and hinders school management in

achieving its goals, leading to disruption and chaos. Teachers should avoid this style.

From this perspective, the teacher's management style in the classroom is of the utmost importance, as it is one of the important factors that can prepare a good educational environment that meets the learners' needs, stimulates their motivation to learn and increases their positive interaction with educational activities, distancing them from all forms of negative conflict with what the teacher presents. All this can contribute to good education and quality learning.

Considering that the personality type of an individual is one of the indicators of his or her effectiveness in making decisions and behaviours, which allows us to predict his or her success or failure in one profession rather than another, we can judge that personality type is an important factor that can guide individuals towards the professions in which they will be more successful. Holland emphasised that individuals perform better and are more in harmony in an environment that corresponds to their inclinations, which is called the principle of congruence. This performance and harmony gradually decreases according to the neighbouring or alternative environment and almost disappears in the opposite environment (Miqdad and Abdellah, 2013, p215).

Considering the importance of the intermediate level of education and the role of the educational process within it in achieving better learning by changing students' behaviour, and because this group of students is characterised by some developmental characteristics whose main feature is adolescence and the associated physiological, emotional, mental and cognitive changes, it was necessary for the intermediate level teacher to be familiar with classroom management methods and patterns and to be proficient in effective interaction skills with students in order to achieve study results that reflect the educational objectives sought by the educational institution.

This leads us to the problem of our research, which is expressed in the following question:

Is there a relationship between the Big Five personality factors (Neuroticism, Extraversion, Openness to Experience, Conscientiousness, Agreeableness) and the classroom management styles of secondary school teachers?

2. Research questions:

- What are the most common Big Five personality factors among secondary school teachers?
- What are the classroom management styles used in secondary schools?
- Do the Big Five personality factors help to predict the classroom management styles of secondary school teachers?

3. Research hypotheses:

- We expect that the dominant classroom management style in secondary schools is the democratic style among secondary school teachers.

- I expect that the order of importance of the Big Five personality factors will be: the Conscientiousness factor, the Openness to Experience factor, the Extraversion factor, the Agreeableness factor, and the Neuroticism factor.
- The Big Five personality factors help to predict the classroom management styles of secondary school teachers.

4. Objectives of the study:

- To examine the extent to which the Big Five personality factors contribute to the prediction of middle school teachers' classroom management styles.
- To identify the most common Big Five personality factors among middle school teachers.
- To determine the predominant classroom management styles among secondary school teachers.

5. Significance of the study:

The significance of this study lies in the fact that the teaching profession is considered to be one of the most fundamental and sensitive professions in building a healthy personality for the individual. A teacher's sense of satisfaction with life is reflected in their performance and relationships with students, which in turn affects students' academic achievement. Many pupils are influenced by the personality traits of the teacher. A teacher who is characterised by emotional stability, extroversion and conscientiousness will influence the quality of student performance and cognitive development. Therefore, focusing on the teacher has become a necessary matter that requires diagnosis, given the pressures and conflicts they experience due to societal conditions that affect their quality of life, personality, professional development and performance.

6. Operational definitions of study variables:

6.1 The Big Five Personality Factors:

Personality is what allows us to 'predict' what a person will do when placed in a particular situation, adding that personality is concerned with all the behaviour expressed by the individual, whether overt or covert. (Al-Obeidi, 2011, p.26)

The operational definition of the Big Five personality factors in our study refers to "the five major traits that describe the personality of the teacher, which are derived from the total score obtained by the respondent on each of the Big Five personality factors according to the Costa and McCrae (1992) inventory, viz: Extraversion, Neuroticism, Openness to Experience, Conscientiousness and Agreeableness.

6.2 Classroom management styles:

Salama (2006) defines classroom management styles as the procedures and activities carried out by the teacher with the aim of organising students, time, the classroom, materials and educational resources in order to activate the teaching process and facilitate the learning process. This means that they refer to everything the teacher does to help students succeed and acquire the necessary knowledge and skills that should result from certain procedures and activities carried out in the classroom. This requires the formation of an

effective community, a safe environment in the classroom and a healthy climate that encourages students to work, all based on a clear management plan that the teacher has prepared in advance, which includes the social, psychological and emotional aspects of the students that may affect them in the classroom environment. (Salama Abdel Azim Hussein, 2006, p.173).

The operational definition of classroom management styles is “everything that the middle school teacher does in the classroom, from the organised planning in which he directs his efforts to the management of classroom activities, following methods that differ from teacher to teacher, some of which are democratic, others autocratic and others laissez-faire, in order to create an appropriate educational and climatic environment”. This is the score obtained by the secondary school teacher on the standardised scale for this study.

7. Scope of the study:

7.1 Human boundaries: The study was conducted with middle school teachers in the town of Metlili.

7.2 Time limits: During the school year 2022-2023.

7.3 Spatial boundaries: The current study was conducted in middle schools in the city of Metlili, Ghardaia province.

8. Field procedures of the study:

8.1 Methodology used:

Any study or research in all natural, human and social fields requires following a specific methodology, because research is not only limited to information and data, but extends to the classification, analysis and interpretation of this information and data to provide more clarification. Any scientific study necessarily includes an aspect of methodology, which is used to explain the method used to present the results obtained, which is judged based on the appropriateness of the methodology and the means of its application to the subject of the study (Maurice Angus, 2005, p. 07).

According to the nature of the subject of this study, the descriptive approach was adopted, which aims to reveal the extent of the contribution of the five major personality factors in predicting the patterns of classroom management among middle school teachers.

8.2 The sample and its specifications:

The total number of sample members was 226 male and female teachers who were randomly selected according to the variable of gender and years of experience of the sample members, as shown in the following tables:

8.2.1 Description of the study sample according to the gender variable:

This is shown in the following table:

Table 01: Distribution of the main sample by gender variable

Individuals	Frequency	Percentage
Males	58	25.66%
Females	168	74.34%
Total	226	100%

From Table No. (04), it is clear that the number of women is greater than the number of men, as the number of women reached (168) teachers at a rate of 74.34%, while the number of men reached (58) teachers at a rate of 25.66%.

8.2.2 Description of the Study Sample by Variable of Experience

Table No. (02): Description of the study sample according to the variable of experience.

Years of Experience	Frequency	Percentage
--] 3-13]	157	69.47%
] 14-25]	57	25.22%
] 26-37]	12	5.31%
Total	226	100%

From the data in Table 05, it is clear that the number of teachers with 3 to 13 years of experience, i.e. those who have recently joined the sector, represents the largest percentage at 69.47%. Meanwhile, the group with 14 to 25 years of experience represents 25.22%, while the group with the most experience, over 25 years, seems to be shrinking and represents only 5.31%. This is probably due to the early retirement policy implemented in one of the previous years.

8.3 Data collection tool:

Any scientific research is related to the effectiveness of the tools used, as they are the means by which the researcher collects the data relevant to the subject of the study.

8.3.1 Big Five Personality Factors Questionnaire:

The questionnaire developed by Costa and McCrae in 1992 (Arabic version by Al-Ansari) was used. It is considered one of the most important objective tools for measuring the basic dimensions of personality through a set of items extracted through factor analysis of a large number of items derived from various personality inventories. It includes five subscales: Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness. Al-Ansari translated the items from English into plain classical Arabic in 1997, and the translation underwent several cycles of review by specialists in psychology and English who were also fluent in Arabic.

The original version of the Big Five Factors list consists of 60 items distributed across the five dimensions, with 12 positive and 12 negative items in each dimension as follows:

- Neuroticism dimension: 12 items
- Extraversion dimension: 12 items
- Openness to Experience dimension: 12 items
- Agreeableness dimension: 12 items
- Conscientiousness dimension: 12 items

The response scale for the questionnaire items follows a Likert format, where the respondent is given an:

Answer	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Degree	5	4	3	2	1

This is applied to the positive items, while the scores are calculated inversely for the negative items. The following table illustrates the scale items according to their type of effect:

Table No. (03): Distribution of items on the Big Five Personality Traits Scale.

The Big Five Personality Traits Scale	Positive Items	Negative Items
Neuroticism	6-11-21-26-36-41-51-56	1-16-31-46
Extraversion	2-7-17-22-32-37-47-52	12-27-42-57
Openness to Experience	13-28-43-53-58	3-8-18-23-33-38-48
Agreeableness	4-19-34-49	9-14-24-29-39-44-54-59
Conscientiousness	5-10-20-25-35-40-50-60	15-30-45-55

8.3.2 Classroom management patterns:

A scale developed by Reda Salama Al-Mawasia was used to identify the classroom management practices of upper basic education teachers in the southern region. The research instrument was developed with the help of educational specialists in the field of management and education, as well as by referring to the theoretical literature on classroom management, university theses, books and journals related to the study topic, and what was mentioned in educational conferences at the Jordanian level.

The research instrument consisted of two parts:

Part One: This part includes information about the characteristics of the study sample in terms of the following variables (gender, experience).

Part Two: This part includes 57 items covering the dimensions of classroom management methods of upper basic education teachers in its three dimensions (autocratic, democratic, laissez-faire). The level of response to each item was graded according to a five-point Likert scale, defined as (practiced to a very high degree, to a high degree, to a moderate degree, to a low degree, to a very low degree), and the scores of the study instrument are expressed numerically (1, 2, 3, 4, 5).

8.4 Psychometric properties of the assessment instruments:

8.4.1 Big Five Personality Factors Questionnaire

Validity:

Validity refers to the ability of the test or instrument to measure what it was designed to measure. Achieving the validity of the measurement tool is more important than achieving its reliability, as the measurement tool or test may be reliable but not valid.

(Awad and Khafaja, 2002, p. 167)

In order to verify the validity of the study instrument, the following methods were used: peripheral comparison validity, self-validity and consistency validity method.

A. Peripheral Comparison Validity

Table (04) shows the peripheral comparison validity of the personality trait scale.

Sample		Mean	Standard Deviation	Calculated "t"	Degrees of Freedom	Significance Level
Upper Group	14	217,3571	3,05355	11.205	26	Significant at 0.01
Lower Group	14	186,9286	9,69111			

It is clear from Table (04) that there are statistically significant differences between the high and low groups and that the calculated "t" value is statistically significant at the 0.01 level of significance. This indicates the validity of the instrument and its suitability for use.

B. Intrinsic validity: This is expressed by the square root of the reliability coefficient, which is estimated by the square root of the Cronbach's alpha reliability coefficient, which is (0.821), giving (0.936).

From the above, it is clear that the scale is valid, as shown by the results obtained previously.

C. Internal consistency validity:

The instrument was distributed to the sample of the pilot study, which consisted of (50) secondary school teachers, in order to calculate the correlation coefficients:

- Between each item score and the total score of the questionnaire.
- Between each item score and the total score of the corresponding dimension.
- Between each dimension score and the total score of the questionnaire.

Correlation coefficient between each item and the total score of the questionnaire:

Table No. (05): Correlation coefficient between each item score and the total score of the questionnaire.

Item Number	Correlation Coefficient	Statistical Significance	Item Number	Correlation Coefficient	Statistical Significance	Item Number	Correlation Coefficient	Statistical Significance	Item Number	Correlation Coefficient	Statistical Significance	Item Number	Correlation Coefficient	Statistical Significance
1	0.399**	0.007	2	0.457**	0.001	3	0.411**	0.003	4	0.231**	0.002	5	-0.431**	0.002
6	-0.347*	0.014	7	0.523**	0.000	8	-0.367**	0.009	9	0.335*	0.017	10	-0.447**	0.001

11	0.73 0**	0.00 0	12	0.40 0**	0.00 4	13	- 0.29 8*	0.03 6	14	0.55 3**	0.00 0	15	0.36 9**	0.00 8
16	0.45 0**	0.00 1	17	0.45 0**	0.00 1	18	0.32 9*	0.02 0	19	0.58 2**	0.00 0	20	0.55 9**	0.00 0
21	0.44 6**	0.00 1	22	0.31 1*	0.02 8	23	0.47 0**	0.00 1	24	0.29 4*	0.03 8	25	0.37 5**	0.00 7
26	0.52 4**	0.00 0	27	0.42 3**	0.00 2	28	0.53 1**	0.00 0	29	0.58 8**	0.00 0	30	0.44 3**	0.00 1
31	0.51 4**	0.00 0	32	0.69 6**	0.00 0	33	0.37 7**	0.00 7	34	0.29 6*	0.03 7	35	- 0.44 2**	0.00 1
36	0.61 6**	0.00 0	37	0.37 2**	0.00 8	38	0.55 3**	0.00 0	39	0.39 2**	0.00 5	40	0.38 1**	0.00 6
41	0.75 0**	0.00 0	42	0.37 7**	0.00 7	43	0.33 5*	0.01 7	44	0.31 9*	0.02 4	45	0.36 8**	0.00 9
46	0.41 4**	0.00 3	47	0.74 6**	0.00 0	48	0.34 9*	0.01 3	49	0.41 7**	0.00 3	50	0.36 2**	0.01 0
51	0.29 5*	0.03 8	52	0.42 7**	0.00 2	53	0.31 4*	0.02 6	54	0.44 3**	0.00 1	55	0.41 7**	0.00 3
56	0.34 9*	0.01 3	57	0.38 1**	0.00 6	58	0.54 5**	0.00 0	59	0.38 3**	0.00 6	60	0.40 2**	0.00 4

*Significant at 0.05 level

**Significant at 0.01 level

// Not significant

The results in Table No. (05) show that the correlation coefficients between each item and the total score of the personality traits are statistically significant at the 0.05 or 0.01 level of significance, with correlation values ranging from (0.231 to 0.750).

Correlation Coefficients between the Dimensions and the Total Score of the Questionnaire

Table No. (06): Correlation coefficients between each dimension of the questionnaire and its total score.

Dimensions	Correlation Coefficient	Statistical Significance
Neuroticism Dimension	0.063**	0.003
Extraversion Dimension	0.507**	0.000
Openness to Experience Dimension	0.759**	0.000
Agreeableness Dimension	0.714**	0.000
Conscientiousness dimension	0.786**	0.000

The results in Table No. (06) show that the correlation coefficients between each dimension and the total score are statistically significant at the 0.05 or 0.01 level of significance, with correlation values ranging from (0.063 to 0.786).

Correlation coefficient between each item and the total score of the corresponding dimension:

Table No. (07): Correlation coefficient between each item and the total score of its dimension.

Neuroticism			Extraversion			Openness to Experience	
Item Number	Correlation Coefficient	Statistical Significance	Item Number	Correlation Coefficient	Statistical Significance	Item Number	Correlation Coefficient
1	0.618**	0.000	2	0.618**	0.000	3	0.387**
6	0.517**	0.000	7	0.517**	0.000	8	0.741**
11	0.327*	0.020	12	0.327*	0.020	13	0.702**
16	0.412**	0.003	17	0.412**	0.003	18	0.450**
21	0.324*	0.022	22	-0.354*	0.012	23	0.469**
26	0.346*	0.014	27	0.346*	0.014	28	0.280*
31	0.507**	0.000	32	0.507**	0.000	33	0.478**
36	0.300*	0.034	37	0.300*	0.034	38	0.596**
41	0.291*	0.040	42	0.291*	0.040	43	0.410**
46	-0.468**	0.001	47	0.496**	0.000	48	0.403**
51	0.625**	0.000	52	0.524**	0.000	53	0.422**
56	0.570**	0.000	57	0.570**	0.000	58	0.520**

** Significant at 0.05 level

* Significant at 0.01 level

// Not significant

The results in Table No. (07) show that the correlation coefficients between each item and the total score are statistically significant at the 0.05 or 0.01 level of significance, with correlation values ranging from (0.280 to 0.741), indicating that the questionnaire has internal consistency validity and is therefore suitable for measurement.

Reliability:

Reliability was estimated using the following method:

The split-half method: The reliability results for the personality trait scale using the split-half method are as follows:

Table No. (08) shows the reliability of the behavioural problems scale using the split-half method.

Correlation Coefficient	Before Adjustment	After Adjustment	Significance Level
Personality Traits	0.789	0.842	Significant at 0.01

Table (08) shows that the correlation coefficient between the two halves of the questionnaire is 0.789. After adjustment using the Spearman-Brown formula, it

reaches 0.842, which is significant at the 0.01 level, indicating that the personality traits questionnaire is reliable.

B. Reliability calculation using Cronbach's Alpha: Reliability was calculated using Cronbach's Alpha as follows:

Table No. (09) shows the reliability of the personality traits questionnaire using Cronbach's Alpha.

Questionnaire	Cronbach's Alpha Reliability Coefficient
Personality Traits	0.821

From table (09) it is clear that the Cronbach's alpha value is 0.821, which is a high value, indicating that the personality traits scale is reliable.

8.4.2 Classroom Management Styles Questionnaire:

Validity:

A. Extreme Comparison Validity

Table (10) shows the extreme comparison validity of the Classroom Management Styles scale.

Sample	Mean	Standard Deviation	Calculated "t"	Degrees of Freedom	Significance Level	
Upper Group	14	67,0714	5.45562	14.640	26	Significant at 0.01
Lower Group	14	37.1429	5.36165			

It is clear from table (10) that there are statistically significant differences between the high and low groups and that the calculated "t" value is statistically significant at the 0.01 level of significance. This indicates the validity of the instrument and its suitability for use.

B. Intrinsic validity: This is expressed by the square root of the reliability coefficient, which is estimated by the square root of the Cronbach's alpha reliability coefficient, which is (0.880), giving (0.958).

C. Internal consistency validity:

Correlation coefficient between the dimensions and the total score of the questionnaire:

Table No. (11): Correlation coefficient between each dimension of the questionnaire and its total score.

Dimensions	Correlation Coefficient	Statistical Significance
Autocratic Dimension	**0.245	0.000
Democratic Dimension	**0.612	0.035
Transactional Dimension	**0.452	0.000

The results presented in Table 11 show that the correlation coefficients between each dimension and the total score are statistically significant at the 0.05 or 0.01 level, with the values of the correlation coefficients ranging between 0.245 and 0.612.

Reliability:

Reliability was estimated using the following methods:

Split-half method: The results of the reliability of the Classroom Management Styles Scale using the split-half method are as follows:

Table 12 shows the reliability of the Classroom Management Styles Scale.

Correlation Coefficient	Before Adjustment	After Adjustment	Significance Level
Classroom Management Styles	0.707	0.890	Significant at 0.01

On the basis of the information in Table 12, we can observe the following:

The correlation coefficient between the two halves of the questionnaire is 0.707. After adjusting it using the Spearman-Brown formula, the reliability coefficient reached 0.829, which is significant at the 0.01 level. This indicates that the Classroom Management Styles Questionnaire is reliable.

Reliability Calculation Using Cronbach's Alpha Formula

Reliability was also calculated using Cronbach's alpha formula, as shown in **Table 13**, which presents the reliability of the Classroom Management Styles Questionnaire.

Questionnaire	Cronbach's Alpha Coefficient	Reliability
Classroom Management Styles	0.880	

Based on the information in Table 13, the Cronbach's alpha value is 0.880, which is a high value. This indicates that the Classroom Management Styles Questionnaire is reliable.

Statistical methods used:

The researcher used the Statistical Package for Social Sciences (SPSS.v22) program to enter and analyse the study data. The following statistical methods were used:

- **Mean:** To determine the extent to which the responses of the study sample vary around the items and main domains.
- **Standard deviation:** To determine the extent to which the responses of the study sample deviate from their arithmetic mean.
- **Regression analysis:** To determine the extent to which the Big Five personality factors contribute to the prediction of classroom management styles.

10. Presentation and discussion of study hypotheses:

The results will be presented and discussed according to the study questions as follows:

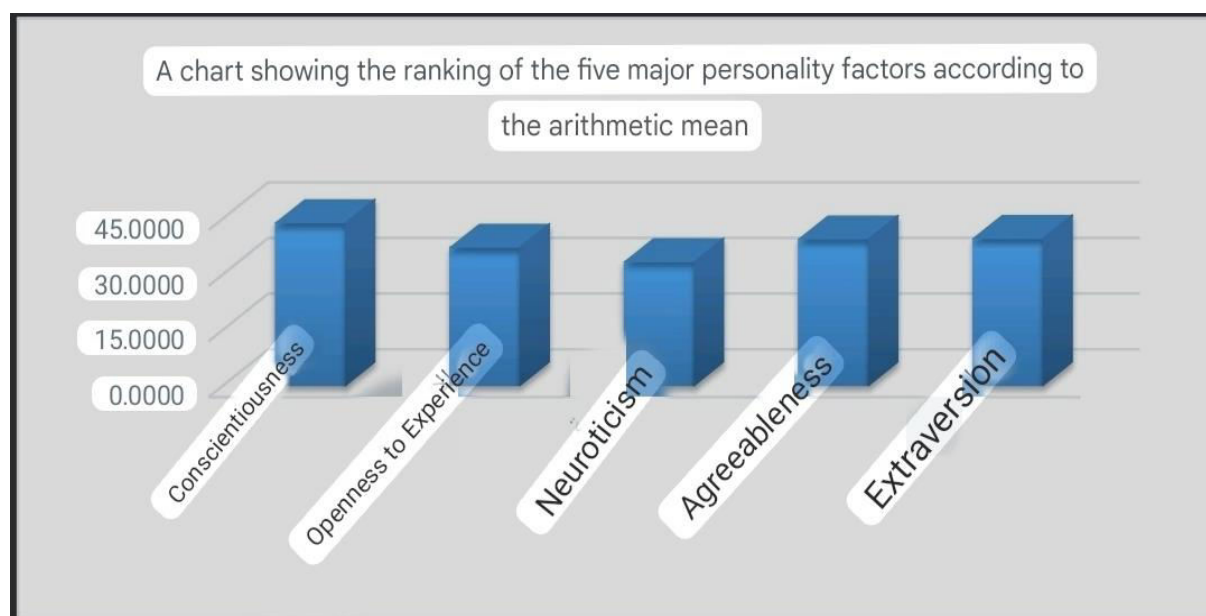
10.1 Presentation and discussion of the results of the first hypothesis:

The first hypothesis was: “I expect that the order of importance of the Big Five personality factors will be: Conscientiousness, Openness to Experience, Extraversion, Agreeableness and Neuroticism”.

Table 14 shows the means and standard deviations of the Big Five personality factors.

Order Number	Dimension	Mean	Standard Deviation
1	Conscientiousness	43,6770	7,48908
5	Openness to Experience	37,0398	4,28675
5	Neuroticism	33,1416	4,59152
3	Agreeableness	39,2611	5,19641
2	Extraversion	39,4336	5,21345

And this can be seen in the following graph:



Based on the data extracted from Table 14 and the graph, we find that the factor of Conscientiousness is the most prevalent among middle school teachers in Metlili Municipality with a mean of 43.677 and a standard deviation of 7.489, followed by the factor of Extraversion with a mean of 39.433 and a standard deviation of 5.213. The last factor is Neuroticism, with a mean of 33.141 and a standard deviation of 5.213.

The results show that the third hypothesis is partially fulfilled in terms of the ranking of the five main personality factors in order of importance, with Conscientiousness in first place, followed by Extraversion according to the same table, and Neuroticism in last place. These results are quite logical, since the factor of conscientiousness includes qualities such as competence,

responsibility, orderliness and self-discipline, which are in line with the social upbringing in various societies, especially Islamic ones. This explains the prevalence of this factor in many studies dealing with this topic. However, while discipline, self-control and commitment to duty are indicators of performing a task in an acceptable manner, they do not necessarily reflect efficiency and creativity in that task.

The second most prevalent factor among teachers was extraversion, which can be attributed to the characteristics that a teacher should have, such as positivity in dealing with others, openness, vitality and activity, as well as the appropriate choice of teaching methodology that creates a form of interaction between students and teacher.

Agreeableness is the third most important dimension in the life of a teacher.

A teacher's possession of qualities such as trust, integrity, humility and acceptance of the opinions of others (advice and consultation) allows the teacher to be the focus of interest and trust of colleagues and motivates students to emulate their teacher as a role model and exemplary figure.

It is also one of the dimensions that must be addressed, considering that the vitality of the professor and his openness and awareness of the experiences of others increase his knowledge and scientific capital, and increase his efficiency in such a way that the students benefit from the different experiences that the professor gives them, which is reflected in his method of explanation and presentation of the scientific material in a better style.

As far as the neuroticism factor is concerned, we find that its prevalence among teachers is very low, and this is also a very logical result, since the anxious person who carries the characteristics of the neuroticism factor usually avoids the teaching profession, unless he has no other choice.

This is in line with the results of the study of Ahmed Mahmoud Jaber (2012), and the results of the current study are partially consistent with the study of Nafez Ahmed Abdulbaqi'i (2015), and the current study is partially consistent with the study of Omar Muhammad Alwan (2016).

Regarding the expectation that the factor of openness to experience would occupy the second position according to the third hypothesis, considering that this factor is very important for the teaching process to reach creative generations, and considering that the characteristics of the open person, such as a wide imagination, love of beauty and art, interest in innovation and thinking, and belief in change, all constitute a fertile ground for the creativity of students and the absorption of these characteristics from their teachers.

This expectation was not realised and the factor of extraversion took its place, and this may be due to the nature of society and simple socialisation that does not encourage freedom and innovation, and this is what we actually perceive among the circles of society and is clearly evident among the youth, and this study agrees with the study of Saud Mubarak Al-Badri (2018) and the study of

Chaffan and Badgujar (2016), while it differs from the study of Nafez Ahmed Abdulbaqi'i (2015).

10.2 Present and discuss the results of the second hypothesis:

It was stated that: We expect that the dominant classroom management style in secondary school education is the democratic style among secondary school teachers.

Table (15) shows the ranking of the classroom management styles according to the arithmetic mean.

Patterns	Number of Items	Total Score for the Dimension	Mean	Standard Deviation	Rank
Autocratic Style	19	95	42.1000	8.97102	02
Democratic Style	19	95	78.9643	8.96469	01
Transactional Style	19	95	32.7857	8.26781	03

Table (15) shows that the democratic leadership style is in first place with a mean of (78.96) and a standard deviation of (8.96), followed by the autocratic style with a mean of (42.10) and a standard deviation of (8.97), and in third place is the laissez-faire style with a mean of (32.78) and a standard deviation of (8.26). This makes it clear that the democratic leadership style is the most prevalent in the sample, and this result is attributed to the distance of the democratic style from the prevailing styles among teachers, due to several factors and reasons, including:

- All teachers are now trained prior to employment, which has given them the optimal method and approach for dealing with students in the classroom, as this training is primarily based on the rules of psychology, which tends to promote democratic treatment.

- This style is more common among teachers because of the positives it brings to the classroom.

It gives students space for discussion and group planning, does not make them feel superior, makes them feel wanted, which reduces problems and chaos in the classroom, which is the aspiration of any teacher who wants to create an atmosphere of reassurance and comfort for both teacher and learner.

- It motivates students to learn. This was also indicated by the study of Ramzia Gharib (1987), which aimed to identify the cognitive, mental and human characteristics that contribute to the teacher's failure in his profession and adversely affect his management in the classroom and the minds of his students, as well as the characteristics that contribute to the teacher's success and do not have a good effect on their minds. The results of this study proved that human qualities or traits are among the most important characteristics that strengthen

the relationship between the teacher and his students, and which greatly affect the effectiveness of education, and that severity in treatment and failure to help solve students' problems and support them are important factors that fail this relationship and hinder it, and thus are reflected in the extent of these students' acceptance of this teacher and their interaction with the teaching method he follows in conducting the lesson, and this contributes to the failure of students in their academic achievement.

10.3 Presentation and discussion of the results of the third hypothesis:

Which stated that: The Big Five personality factors contribute to the prediction of classroom management styles of secondary school teachers.

Table No. (16) shows the regression analysis for the effect of the Big Five personality factors on classroom management styles.

Model	Sum of Squares	Degrees of Freedom	Mean Square	Calculated F Value	F Significance Level	Coefficient of Determination (R ²)	Correlation Coefficient (R)
1	Regression	8982,841	4	2245,710	291,640	000	0811,
	Residual Error	4666,367	606	7,700			
	Total	13649,208	610				

From Table No. (16), we can see that the correlation coefficient between the Big Five personality factors and classroom management styles is (0.811), and the value of "F" is (291.640) at a significance level of (0.000), indicating statistical significance. This statistically confirms the high explanatory power of the linear regression model. The coefficient of determination (R-squared) is (0.658), indicating that the Big Five personality factors can explain (65.8%) of the variability in classroom management styles, while the remaining variance (34.2%) is accounted for by other variables.

Table No. (17): Results of Regression Analysis to Test the Effect of the Independent Variable, the Big Five Personality Factors, on Classroom Management Styles.

Model	Non-Standardized Coefficients		Standardized Coefficients	T Value Calculated	Significance level
	B	Standard Error	Beta		
1	Constant	26,031	,912	-,137	,000
	The Big Five	-,270	,079		-3,999

Personality Traits					
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From Table (17) we can conclude that the independent variable (the Big Five personality factors) was statistically significant at the (0.01) level of significance, as the calculated t-value for the constant variable was (28.553), and the calculated t-value for the Big Five personality factors was (-3.399), which is significant at the (0.01) level of significance. Therefore, the Big Five personality factors help to explain the classroom management patterns of secondary school teachers.

The results show that when an individual has more positive personality traits, this is reflected in the nature of the quality of their professional life and helps them in their professional success. This is the result of Al-Shehri and Atoom's (2018) study, which showed a relationship between the big five factors and teaching performance. The researchers believe that the four personality traits of conscientiousness, openness to experience, extraversion, and agreeableness are positively associated with the quality of professional life because they are positive and contribute to improving teachers' lives and their ability to work with firmness, activity, and vitality, and to engage in positive communication and establish warm, intimate, and friendly relationships with students, which is positively reflected in their adjustment in the classroom.

It may also appear that neuroticism is a negative trait in the teacher, which causes them to lose access to a quality of professional life that contributes to their improvement and growth, and may limit their ability to establish effective relationships with students.

Neuroticism indicates a teacher's lack of activity and vitality, a tendency to depression and negative communication with students, and an inability to adapt to the conditions of reality and social demands, as well as an exaggeration of emotional response, which negatively affects their mental health and, consequently, their classroom management. This was the conclusion of Al-Mansouri's (2008) study, which found a positive correlation between neuroticism and psychological and social problems.

Recommendations:

In the light of the results obtained, a number of important recommendations have been formulated as follows:

1. The development of desirable personal characteristics that serve the teaching profession and the eradication of undesirable characteristics through academic training at the university and higher schools for teachers in the training and professional guidance courses prepared by the Ministry of Education.
2. Work to satisfy the needs and psychological desires of teachers, as the lack of satisfaction redirects their good performance of their work.

3. The need to take care of the teacher at the intermediate level of education, due to his strong and effective influence on a significant part of society, as well as the need to rethink the selection process that qualifies him for this profession.
4. To build a new programme on scientific foundations, so that it meets all the needs of the learner and facilitates the means of continuity in the acquisition of knowledge.
5. Provide training days and courses for new teachers on classroom management and methods of controlling and managing the classroom.

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