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Relationship Between Personality Traits And Classroom Participation Among University Students

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ABSTRACT

With the time, world is shifting towards online approach more and more. Students are used to gain education traditionally by personally going to learning institutes but now they are shifting towards online education. The primary aim of the research is 1) To determine link between extroversion as well as classroom participation among university students.2) To explore relationship between agreeableness and classroom participation among university students 3) To determine link between consciousness as well as classroom participation among university students 4) To explore link between neuroticism as well as classroom participation among university students 5) To determine link between openness and classroom participation among university students. Specifically, the present study was focusing on two universities: Government College University Faisalabad (GCUF) and University of Agriculture (UAF), Faisalabad. Population of study consists of all students enrolled in BS in these universities. The study's sample comprises 365 students from public sector universities in the Faisalabad district who were enrolled in the social sciences and natural sciences programs faculties. Here, convenience can be seen in terms of student availability and researcher access. The supervisor was given the questionnaires to ensure that the questionnaires were subscribed accordingly. The examiner compared, analyzed the form, the language, comprehension and efficacy. Tool was validated by the five faculty members of the Arts and Social sciences and Natural Sciences from both universities. Cronbach's alpha coefficient was used to check reliability and figure out internal reliability. The number of items in instrument were 51 and Cronbach's Alpha value was .980, indication high internal consistency. Data was collected personally by the researcher. Data was entered and analyzed using SPSS, Descriptive Statistics and inferential statistics (frequency, percentage, mean t-Test, Correlation, ANOVA) were used to

summarize data. Students should be recognized and appreciate who actively participate in class discussions/activities. Students should be encouraged with different personalities and backgrounds to participate, ensuring diverse range of perspectives in the discussions.

***Keywords**: Openness, Extroversion, Agreeableness, Neuroticism, Consciousness.*

Introduction

Students carry distinctive personality characteristics that shape how they interpret the world and behave across different settings. Recognizing individual allows educators to understand their students more fully. The Big Five personality traits are commonly described as follows. Neuroticism, often considered the most consequential dimension for how people construct, perceive, and respond to threatening or difficult situations. extroversion describes the intensity and quality of a person's engagement with their environment; extroverted individuals tend to be warm, energetic, and sociable (Klinkosz et al., 2006). Openness to experience reflection broad-mind set as well as a willingness to explore new ideas and experiences. Consciousness represents a person's sense of responsibility, academic routine, as well as ability to mange theories (Bratko et al., 2006). Agreeableness concerns interpersonal relationships and includes positive (McCrae & John, 1992).

Extroversion is among the Big Five traits with the most complex relationship to academic performance. While Melissa, Sampo, and Paunonen (2007) reported a negative relationship between the two, Chamorro-Premuzic and Furnham (2003a) found the opposite. Drawing on earlier research, Dunsmore (2005) linked higher extroversion to stronger academic achievement among elementary school students, particularly those under age eleven, but to weaker performance at higher educational levels. This pattern may reflect the shift from the informal, interaction-based environment of elementary school to the more independent, knowledge-focused demands of high school and university. Furnham, Zhang, and Chamorro-Premuzic (2006) similarly found a negative relationship between extroversion and achievement in higher education, attributing it to highly extroverted students devoting more time to social and extracurricular activities than their less extroverted peers.

Consciousness reflects thoughtfulness, impulse control, socially responsible behavior, and goal-directed action. extroversion describes friendliness, sociability, assertiveness, and emotional expressiveness; highly extroverted individuals tend to draw energy from social settings. Agreeableness encompasses trustworthiness, helpfulness, altruism, kindness, and generosity. Neuroticism reflects a tendency toward anger, sadness, emotional instability, and negative affect more broadly (John & Srivastava, 1999).

Statement of the Problem

Personality development is a complex and demanding process that involves acquiring the positive values and attributes associated with success and personal growth (Sharma, 2021). Classroom participation plays a central role in this process: students who participate actively tend to be more attentive, interested, and motivated, which in turn strengthens academic outcomes. Participation allows students to engage more fully with their education and to interact meaningfully with peers and instructors (Xu, Chen, & Chen, 2020). Developing the qualities associated with personal growth requires a range of experiences, including full participation in the classroom (Kahu & Nelson, 2018). The learning environment therefore plays a significant role in shaping the relationship between personality traits and classroom participation among university students, nurturing both their behavior and their broader personal development.

Research Objectives

1) To determine link between extroversion as well as classroom participation among university students.
2) To explore relationship between agreeableness and classroom participation among university students.
3) To determine link between consciousness as well as classroom participation among university students.
4) To explore link between neuroticism as well as classroom participation among university students.
5) To determine link between openness and classroom participation among university learners.

Research Hypotheses

1) **Ho1:** There was no link between extroversion and classroom participation mean scores of students.
2) **Ho2:** There was no link between agreeableness and classroom participation mean scores of students.
3) **Ho3:** There was no link between consciousness and classroom participation mean scores of students.
4) **Ho4:** There was no link between neuroticism and classroom participation mean scores of students.
5) **Ho5:** There was no link between openness and classroom participation mean scores of students.

Significance of the Study

It contributes to human psychology with examining the role personality traits play in shaping classroom behavior, and it may help students better understand and engage with online educational systems. Its findings can guide higher-education officials in identifying gaps in their online teaching methods and in designing more engaging learning environments, and can support academic professors, counsellor, and administrative departments in offering more effective guidance to students. While prior research has established comparatively little is known about how these three factors interact jointly. This study aims to address that examining traits, thereby enriching the existing literature and helping educators and instructional designers create more effective, individually responsive learning environments.

Limitations

This study was constrained by limited time and financial resources, which led the researcher to focus on Government-sector universities within the Faisalabad district.

Delimitation

- Two public-sector universities within the Faisalabad district, out of the several government universities located there were taken by the researcher.
- Within these universities, the researcher selected faculties of Arts and Natural Sciences for sample.
- Data were collected from a sample of respondents drawn from all selected departments.
- Both male and female students from all selected departments were included in the sample.

Review of Literature

Theoretical Foundations

This study is based on Social Cognitive Theory and the Technology Acceptance Model. Bandura explained that how people behave comes from how traits, environment and what they do all interact. Social Cognitive Theory focuses on learning by watching others and how the social setting affects what people know and how they act. Also, Davis introduced the Technology Acceptance Model to show how people decide to use technology. This model looks at two things: how useful people think something is and how easy they think it is to use. These models help explain how a person's traits and the learning environment affect education and results.

Personality is seen as a set of traits that stay mostly the same and influence how people act think and respond in situations. The Five-Factor Model has five parts: extraversion, agreeableness, conscientiousness, neuroticism and openness to experience. Previous studies show that personality traits affect how well students do in school along with their thinking skills. Out of the five parts conscientiousness is often linked to school results because students who are organized, responsible and focused tend to work harder. Openness to experience is also connected to being curious, creative and interested in learning, which helps with results. However, how extraversion, agreeableness and neuroticism affect school results is not clear. Differs between studies. These different results show that personality has an effect on school performance.

Learning styles are how people like to learn, process and understand information. Kolb grouped learners into four types: assimilators, accommodators, divergers and convergers. Felder and Silverman also had a way to explain how students like to learn. Studies suggest that when teachers use methods that match how students learn it can make learning and improve results. Other studies have shown that how students like to learn affects how well they do. Kim and Moore found that the way students like to learn is connected to how they do in English classes. Alaoutinen and Smolander said it is important to match how teachers teach with how students like to learn. However, the differences in learning styles and how they affect school results are still being studied.

The Big Five model is a way to understand personality traits. Extraversion is about being social, confident and excited. Agreeableness is about being kind, cooperative and sensitive to others. Conscientiousness is about being disciplined organized and responsible which are traits often linked to school success. Neuroticism is about being emotionally unstable which includes being anxious and having feelings. These traits can make it harder for students to do well in school and work with others. Openness to experience is about being creative, curious and open to ideas, which can help students get more involved in learning. Although research shows that personality matters for school performance the results about each trait are not always the same. Differences in gender and the environment can also change how personality shows up and how students like to learn. So, looking at how personality traits work is a good way to understand how students do in school.

The study uses the Big Five Inventory to look at five personality traits. This tool was made by John, Donahue and Kentle. It has 44 questions about

Methodology

Research Method

A quantitative approach was adopted to address the study's research questions and test its hypotheses, allowing the researcher to analyze, explain, and draw conclusions from numerical data collected across the sampled universities.

Population

The study population consisted of university students enrolled in undergraduate (BS) programs at two universities Government College University Faisalabad as well as the University of Agriculture, Faisalabad.

Sample and Sampling

The sample comprised 365 students enrolled in social sciences programs at public-sector universities in the Faisalabad district, selected through convenience sampling based on student availability and researcher access. Although non-random, care was taken to ensure the sample reflected the broader student population.

Research Instrument

Data were collected using a single research instrument, the questionnaire was reviewed by the study supervisor, who evaluated its structure, language, comprehensibility, and overall effectiveness.

Validity

The instrument was validated by five experts from GCUF.

Reliability

In this table 1 indicated reliability level:

Table 1

Reliability Statistics Test

Reliability Statistics **Test**	**Items**
Cronbach's Alpha	No. of Items
.980	42

Data Collection

Data were collected by the researcher.

Data Analysis

Data were entered and analyzed using SPSS. Descriptive statistics (frequency, percentage, and mean) and inferential statistics (t-test and ANOVA) were used to summarize and interpret findings.

Hypothesis Testing

Relationship between personality traits and classroom participation. Pearson correlation was used to test whether mean scores on personality traits and classroom participation are related.

Table 2

Relationship Between Personality Traits And Classroom Participation

Variable	**Mean**	**SD**	**Personality Traits**	**Classroom Participation**
Personality Traits	3.41	0.69	1	.512**
Classroom Participation	3.57	0.60	.512**	1

A positive link was exist between personality traits and classroom participation ($r = .512$, $p < .001$), so the null hypothesis was rejected. Higher personality trait scores were associated with higher classroom participation.

H01: There is no significant relationship between mean scores of extroversion and classroom participation.

Table 3

Relationship Between extroversion And Classroom Participation

Variable	Mean	SD	Extroversion	Classroom Participation
Extroversion	3.34	0.37	1	.441**
Classroom Participation	3.57	0.60	.441**	1

A positive link was exist between extroversion and classroom participation ($r = .441$, $p < .001$), so the null hypothesis was rejected. Higher extroversion was associated with higher classroom participation.

H02: There is no significant relationship between mean scores of agreeableness and classroom participation.

Table 4

Relationship Between Agreeableness And Classroom Participation

Variable	Mean	SD	Agreeableness	Classroom Participation
Agreeableness	3.05	0.66	1	.238**
Classroom Participation	3.57	0.60	.238**	1

A positive link was exist between agreeableness and classroom participation ($r = .238$, $p < .001$), so the null hypothesis was rejected. Higher agreeableness was associated with higher classroom participation.

H03: There is no significant relationship between mean scores of consciousness and classroom participation.

Table 5

Relationship Between Consciousness and Classroom Participation

Variables	Mean	SD	Consciousness	Classroom Participation
Conscousness	3.29	0.55	1	.614**
Classroom Participation	3.57	0.60	.614**	1

A positive link was exist between consciousness and classroom participation ($r = .614$, $p < .001$), so the null hypothesis was rejected. Higher consciousness was associated with higher classroom participation.

H04: There is no significant relationship between mean scores of neuroticism and classroom participation.

Table 6

Relationship Between Neuroticism And Classroom Participation

Variables	Mean	SD	Neuroticism	Classroom Participation
Neuroticism	3.29	0.55	1	.614**
Classroom Participation	3.57	0.60	.614**	1

A positive link was exist between neuroticism and classroom participation ($r = .614$, $p < .001$), so the null hypothesis was rejected. Higher neuroticism was associated with higher classroom participation.

H05: There is no significant relationship between mean scores of openness and classroom participation.

Table 7

Relationship Between Openness And Classroom Participation

Variables	Mean	Sd	Openness	Classroom Participation
Openness	3.40	..54	1	.417**
Classroom Participation	3.57	0.60	.417**	1

A positive link was exist between openness and classroom participation ($r = .417$, $p < .001$), so null hypothesis was rejected. Higher openness was associated with higher classroom participation.

Findings

Pearson correlation analysis was carried out to look at the link between the Big Five personality traits and classroom participation. The results showed positive links in all five areas.

- **Extraversion: ** A clear positive link was seen with classroom participation ($r = .441$ $p < .001$). Therefore, Ho1 was rejected.
- **Agreeableness:** A positive link was seen ($r = .238$, $p < .001$); hence Ho2 was rejected.
- **Conscientiousness:** The strongest positive link was found ($r = .614$, $p < .001$) leading to the rejection of Ho3.
- **Neuroticism:** A clear positive link was also found ($r = .614$ $p < .001$); therefore Ho4 was rejected.
- **Openness:** A clear positive link was established ($r = .417$, $p < .001$) leading to the rejection of Ho5.

Overall all five personality dimensions were clearly linked to classroom participation with conscientiousness and neuroticism showing the reported links. The findings show a positive link between personality traits and classroom participation. Conscientiousness and neuroticism showed the links while agreeableness showed the weakest. Gender comparisons also revealed differences in personality dimensions. Male students reported overall personality scores and higher extraversion while female students scored higher in agreeableness, neuroticism and openness. No clear gender difference was seen in conscientiousness. These results underline the importance of personality characteristics in understanding students' classroom participation.

Discussion

The results underline the link between personality characteristics and classroom participation. Earlier studies by Chen et al. (2021) And Ghorbani and Semiyari (2020) also found links between personality dimensions and students' learning-related behaviours. The present results especially highlight the roles of conscientiousness and openness in classroom engagement. According to John and Srivastava (1999) openness reflects curiosity, creativity and a willingness to explore new ideas while conscientiousness involves responsibility, self-discipline and goal-oriented behaviour. Extraversion is marked by sociability and assertiveness whereas agreeableness represents cooperation, kindness and interpersonal sensitivity. Neuroticism on the hand involves emotional instability and a tendency, toward negative emotions. These traits may shape how students interact and communicate.

Recommandations

1. Universities should set up personality growth programmes that focus on talking skills feeling people's emotions and knowing oneself. Universities should ensure these programmes are accessible, to all students.
2. Seminars and expert-led sessions should be arranged to promote students' interpersonal growth. Students should actively. Benefit from these sessions.
3. Teachers should. Recognize active student participation through classroom discussions and collaborative activities. Teachers should also celebrate student contributions.
4. Inclusive teaching strategies should be adopted to accommodate personality characteristics and provide equal participation opportunities. Inclusive teaching strategies should promote fairness and inclusion for all learners.

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