

Nexus of Personality Traits and Peace-Loving Behavior: A Statistical Study of Pre-Service Teacher Learning Outcomes

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ABSTRACT

In today's classrooms, teachers must be equipped not only with knowledge but also with the interpersonal traits needed to build respectful, inclusive, and harmonious learning environments. This study investigated how specific personality traits relate to peace-loving behavior among 83 pre-service teachers enrolled in the Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) programs. Using a descriptive-correlational design, the study analyzed secondary data from the Manchester Personality Test provided by the guidance office. Statistical tools were used to determine the relationships between the traits of agreeableness, extraversion, and resilience, and indicators of peace-loving behavior such as communicativeness, empathy, rule-consciousness, openness to change, and conscientiousness. Results showed that agreeableness had the strongest positive correlation ($r = 0.668$) with peace-loving behavior, followed by extraversion with a moderate correlation ($r = 0.474$), and resilience with a weak correlation ($r = 0.205$). Regression analysis confirmed that all three traits significantly predicted peace-oriented behaviors ($p < 0.05$). Results also showed how teacher education program activities such as reflecting students' experience of peace practices in school can moderate these relationships, potentially enhancing the impact of personality traits on peace-loving behaviors. The study concluded that understanding the link between personality traits and peace-loving behaviors could inform the design of targeted interventions in teacher education programs. Drawing on these insights, TEP instructors could better prepare pre-service teachers to cultivate peaceful classroom environments, ultimately contributing to a more harmonious society.

KEYWORDS

Agreeableness; extroversion; resilience; communicativeness; conscientiousness; openness; personality traits; peace-loving behavior

INTRODUCTION

In the modern classroom, educators are required to foster a courteous and tranquil atmosphere in addition to imparting academic knowledge. As a result, a growing number of educators and researchers are focusing on how a teacher's personality influences their behavior, particularly when it comes to managing conflict and encouraging harmony among pupils. According to research by Mammadov (2022), personality qualities including agreeableness, extraversion, and resilience are crucial for assisting educators in fostering

positive interactions with students, managing stress, and remaining composed under pressure. Particularly important qualities for educators and pre-service teachers include extraversion, agreeableness, and resilience. These qualities help them interact with peace education and improve their capacity to establish peaceful learning environments.

A helpful foundation for comprehending how these personal traits impact behavior is provided by McCrae and Costa's (1987) Trait Theory of Personality. This theory explains that people have traits that remain relatively stable over time and significantly shape how they behave across different situations. In education, teachers who are agreeable those who are kind, patient, and understanding often promote peace and cooperation in their classrooms. Those who are extroverted, meaning outgoing and energetic, are generally better at building relationships and encouraging open communication with students, which enhances classroom participation and positive social interaction (Singh, Yadav, & Kumari, 2023). Meanwhile, teachers who are resilient are able to stay calm and emotionally stable even when they face stressful or disruptive classroom situations. This inner strength allows them to model peace-loving behavior for students, maintain classroom harmony, and manage conflict constructively (Li, Wang, & Zhang, 2023).

Moreover, peace-loving behavior manifests in everyday actions such as respectfulness, openness to change, fairness, and calmness. Teachers who exhibit these behaviors avoid shouting or arguing and instead respond with kindness and understanding, thereby fostering classroom harmony. According to Thompson (2018) he identified respect as a core dimension: students value being listened to and treated with dignity, and respectful interactions strengthen trust in the classroom. These relational behaviors are also consistent with the Philippine Professional Standards for Teachers (PPST); specifically, Domain 2, Strand 2.1, which mandates that teachers establish a safe, secure, fair, and inclusive learning environment (Department of Education [DepEd], 2017). Thus, peace-loving behavior aligns not only with ethical ideals but with professional expectations for Filipino teachers.

Empirical studies that specifically connect personality factors to pre-service teachers' peace-loving behavior are still scarce in the Philippines. But some research takes a broader look into instructor personality. The personality features of Filipino junior high school teachers, for instance, have a substantial impact on their self-efficacy and teaching performance, according to Gonzaga (2024), indicating that personality influences how teachers interact with students and run classrooms. In a different study conducted in the Philippines, Fabella et al. (2023) noted the influence of personality factors on public school teachers' job performance and interpersonal dynamics. Nevertheless, none of this research specifically look at how qualities like agreeableness, extraversion, or resilience predict peace-oriented behavior like empathy, de-escalation of conflicts, or fostering harmonious school environments. This disparity emphasizes the necessity of a more targeted local investigation into the ways in which personality and peace education interact to influence the conduct of aspiring educators.

Therefore, this study designed to better understand the relationship between pre-service teachers' peace-loving conduct and personality qualities such agreeableness, extraversion, and resilience. Additionally, it also investigates the ways in which teacher education programs' instructional tactics and classroom activities foster the growth of these characteristics. This is significant because, while possessing these qualities, pre-service teachers still require the right support and experiences in order to effectively practice peace-loving behavior. The findings of this study can assist teacher education program in enhancing their curricula by demonstrating more effective ways to incorporate peace education. Teacher education programs can more effectively foster the development of

future educators who are calm and compassionate by creating training exercises that align with students' personality profiles, such as simulations, reflections, or community-based projects.

Objective of the Study

The study aimed to determine the pre-service personality traits that will be associated with the peace-loving behavior in enhancing activity of teacher education program to promote peace education.

RESEARCH METHODS

Research Design

This study employed a descriptive-correlational research design to determine the statistical relationship between the personality traits of pre-service teachers and their peace-loving behavior. The approach was deemed appropriate for identifying the strength and direction of associations among variables without manipulating any of them. Furthermore, this design allowed for a quantitative exploration of how personality traits may influence behavioral tendencies related to peacebuilding and conflict resolution in educational settings.

Sampling Design

The study utilized complete enumeration sampling, involving all 83 pre-service teachers enrolled in the Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) programs at Father Saturnino Urios University (FSUU) during the academic year. This method ensured full coverage of the target population, maximizing the reliability and comprehensiveness of the data.

Data Gathering Procedure

The data for this study were obtained solely from secondary sources provided by the Guidance Office. Prior to data collection, the researchers sought and were granted formal permission from the Director of the Guidance Office to utilize the existing Manchester Personality Test results of the pre-service teachers. The Director carefully tabulated the results, ensuring their accuracy while maintaining strict confidentiality in accordance with institutional policies. The tabulated results were then transmitted to the university statistician, who performed the necessary statistical analyses using appropriate software. Throughout the entire process, the handling of data adhered to established ethical research standards, with measures in place to safeguard the privacy and Statistical Tool.

Two Statistical Methods Were Used to Analyze The Data

Pearson Product-Moment Correlation Coefficient was employed to measure the strength and direction of the linear relationship between individual personality traits (e.g., openness, conscientiousness, agreeableness, extraversion, neuroticism) and peace-loving behavior.

Multiple Regression Analysis was conducted to determine the extent to which the set of personality traits collectively predict the peace-loving behavior of pre-service teachers. This method allowed for the identification of the most significant personality predictors and their individual contributions to the dependent variable. These tools were selected to provide both bivariate and multivariate perspectives on the relationship between personality and peace-oriented behavior, supporting a deeper understanding of how inner dispositions translate to classroom behavior and values.

RESULTS AND DISCUSSION

The findings of the study revealed that personality traits play a significant role in influencing peace-loving behavior among pre-service teachers. Among the three personality traits examined, agreeableness showed the strongest positive association with peace-loving behavior ($r = 0.668$). This suggests that pre-service teachers who demonstrate compassion, cooperation, and warmth toward others are more likely to exhibit behaviors that promote harmony and positive relationships. Individuals high in agreeableness tend to be friendly, altruistic, and willing to compromise in social situations, which naturally contributes to peaceful interactions and conflict resolution. Agreeableness reflects an individual's tendency to be cooperative, empathetic, and considerate of others, traits that are essential in fostering respectful and harmonious classroom environments. In comparison, extraversion demonstrated a moderate positive relationship with peace-loving behavior ($r = 0.474$), indicating that individuals who are outgoing, sociable, and energetic tend to demonstrate peace-oriented behaviors to some extent. Extraverted individuals often seek social interactions and engage actively with others, which may contribute to positive communication and cooperation in classroom settings. However, extraversion alone does not fully account for variations in peace-loving behavior, suggesting that other personality traits and contextual influences also play important roles. Meanwhile, resilience showed only a weak positive relationship with peace-loving behavior ($r = 0.205$), indicating that although the ability to cope with challenges and adversity may slightly contribute to peaceful dispositions, it is not a strong predictor of peace-loving behavior among pre-service teachers. Resilience primarily reflects an individual's capacity to adapt to stress and recover from difficulties rather than directly promoting behaviors associated with peace and harmony (Kim, 2019).

Further analysis using multiple regression confirmed that resilience, extraversion, and agreeableness significantly predict peace-loving behavior among pre-service teachers. The statistical results indicated that these personality traits are significantly related to peace-loving behaviors such as communicativeness, empathy, openness to change, rule-consciousness, and conscientiousness ($p < 0.05$). These findings suggest that individuals who are adaptable, socially engaged, and cooperative are more likely to demonstrate behaviors that support peaceful and respectful classroom interactions. Previous research has also shown that personality traits such as resilience, extraversion, and agreeableness are closely associated with teaching effectiveness, positive teacher–student relationships, and overall job satisfaction among educators. Teachers who possess these traits are better equipped to create inclusive, respectful, and supportive learning environments, which are essential components of peace-promoting classrooms.

The analysis of differences in peace-loving behavior across personality profiles further revealed that specific peace-oriented behaviors are associated with particular personality traits. In terms of resilience, openness to change was the only peace-loving behavior that demonstrated a statistically significant association ($p = 0.012$). This indicates that pre-service teachers with higher levels of resilience tend to be more receptive to new ideas and adaptable to changing situations, which may help them respond constructively to classroom challenges and conflicts. Previous studies have suggested that resilient teachers are more capable of managing stress, adapting to professional demands, and maintaining positive relationships with students and colleagues. However, other peace-loving behaviors such as communicativeness, rule-consciousness, empathy, and conscientiousness did not show significant differences across levels of resilience. In terms of extraversion, communicativeness displayed a highly significant association ($p = 0.00001$), suggesting that individuals who are more outgoing and socially expressive are more likely to engage

in open communication and interaction with others. Effective communication is a key element in fostering cooperation and preventing misunderstandings within classroom environments. However, openness to change, rule-consciousness, empathy, and conscientiousness did not significantly differ based on levels of extraversion. Meanwhile, agreeableness showed significant associations with openness to change, empathy, and conscientiousness, indicating that individuals who are cooperative and compassionate are also more likely to demonstrate adaptability, emotional understanding, and responsibility in their interactions with others. Empathy, in particular, showed a highly significant association with agreeableness, reinforcing the idea that compassionate and considerate individuals are more inclined to support peaceful and respectful social relationships.

The findings also indicated that teacher education program activities contribute to the development of peace-loving behavior among pre-service teachers. Based on the analysis of course syllabi such as PED 205 (The Teaching Profession) and PED 206 (Teacher and the Community), teacher education programs incorporate learning experiences that emphasize multicultural education, reflective practice, ethical teaching responsibilities, and community engagement. These instructional activities encourage pre-service teachers to develop empathy, respect for diversity, cooperation, and social responsibility. As emphasized by Bajaj and Hantzopoulos (2016), peace education in teacher preparation programs plays an essential role in promoting inclusive and harmonious learning environments by equipping future teachers with the skills necessary for conflict resolution, empathy, and social justice. Through these structured learning experiences, teacher education programs help prepare future educators to cultivate peaceful classroom environments and promote respectful and inclusive interactions among students, ultimately contributing to the development of a more harmonious society.

CONCLUSION

The study concluded that agreeableness is the most significant predictor of peace-loving behavior among pre-service teachers, emphasizing that those who are compassionate and cooperative are more likely to create a peaceful environment in the classroom, while extraversion has a moderate positive influence, and resilience shows only a weak correlation with peace-loving behavior. Resilience, extraversion, and agreeableness contribute to developing essential skills for conflict resolution and stability in the classroom, supporting both teacher effectiveness and student well-being.

The study also concluded that resilience is significantly associated with openness to change, while extroversion is closely linked to communicativeness; additionally, agreeableness is correlated with openness to change, empathy, and conscientiousness, showing that these personality traits are important in manifesting peace-loving behaviors, promoting adaptability and understanding in educational settings.

Pre-service teachers are encouraged to develop peace-loving behaviors through various teaching activities in the Teacher Education Program, such as reflection, picture and news clip analysis, video viewing on global citizenship, and collage making, all of which align with the goals of multicultural education and promote peaceful values.

Recommendations

The following are the recommendations of the study:

Teacher education program may focus on developing agreeableness by incorporating activities that encourage compassion, cooperation, and empathy, such as group discussions, cooperative learning, and conflict resolution exercises, to help future educators create peaceful classroom environments;

Teacher Education Program activities may include reflective practices, such as journaling or group discussions, to help pre-service teachers evaluate their own values and behaviors, enabling them to understand how traits like empathy, conscientiousness, and adaptability influence their teaching style and the classroom environment;

Future researchers may consider collecting and analyzing demographic data such as age, gender, and socioeconomic background to better understand how these factors may interact with personality traits and peace-loving behaviors, and to enhance the generalizability of the findings;

Future research may incorporate qualitative methods such as interviews or case studies to gain deeper insights into how personality traits influence the actual practices of pre-service teachers in manifesting peace-loving behaviors in the classroom; and

Future researchers may investigate how specific peace education programs or curricula influence the development of peace-loving behaviors and personality traits.

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