

Effectiveness of Big Five Traits on Classroom Management in Teaching English Language in Palestinian Schools

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ABSTRACT

Teachers have a critical influence on the success or failure of any educational institution. The effectiveness of teachers is thought to be the most important component in influencing pupils' academic progress. This paper is intended to find out the effectiveness of Big Five Traits toward classroom management in English language teaching in Palestinian schools. This study used a fully quantitative method with a survey as its data collection method where the participants were 35 elementary school teachers. Out of the total number of the participants, 45.7% were

females, 34.3% were aged between 23-30 or 31-40 years old, 85.7% had Bachelor's degrees, and 37.1% reported having over 10 years of teaching experience. The result of this study showed that there was a strong positive correlation between the teachers' big five personality traits and their effective classroom management practices.

Keywords: Big Five Traits, classroom management, teaching English, Palestinian schools.

INTRODUCTION

The teaching profession is revered and respected by all communities and occupies an honorable and graceful position among other professions. The effort to improve teachers' economic and social statuses must be maintained so that they can fulfil the lofty purpose they have been investing in this challenging profession. Kareem et al. (2002), in the context of education in Egypt, argued that teachers' life's mission is to raise future generations capable of rebuilding the country and achieving its rebirth and freedom. Furthermore, they also added that teaching was regarded as one of the most respectable occupations, where only the nation's chosen elites are permitted to perform it.

Nonetheless, teachers are the cornerstone that serves as a foundation for the educational process to flourish and achieve its goals. The term "teachers" refers not only to the professionals associated with the limited definition of the word itself but also to those who contribute to helping individuals achieve holistic and integrated growth. Even if teachers are viewed in a narrower sense as professionals who supervise students' (formal) education, they are still the cornerstone of all successful interactions in a school, whether it is a regular educational institution or any other social institution that contributes to the education and growth increase of these individuals. The very foundation of the said accomplishment lies in the enthusiasm for the work entrusted to these teachers, i.e., their dedication and their high level of performance so that positive work outcomes can be reflected in the learners and in terms of proper finance for the associated institutions. Hence, the main question ultimately rests with the teachers who conduct the educational process. This means that, in order for the educational process to succeed, even in its formal form, adequate numbers of high-quality teachers must be available (Albohi et al., 2003).

The world today is characterized by rapid changes and the swift advancement of knowledge, and it is almost impractical for an individual to keep up with all the new changes and development. Teachers, by virtue of their profession and their significant impact on the lives of nations and peoples, are required to keep being adequately informed with their current profession-related knowledge to maintain the necessity of continuous growth, which is a necessary characteristic of their profession. Irrespective of their locations and ranks, the reluctance and apathy to fulfil certain thresholds in the pursuit of dynamically-changing knowledge may cause them to lag behind, eventually impacting the civilization that relies on the development of science and knowledge.

As a result, special attention must be devoted to the teachers' personal traits; and considering that personality is one of the most significant themes in psychology, it serves as both the beginning point and the conclusion for many psychological investigations. Multiple theories have offered several points of view as a result of the numerous research and studies that dealt

with the personality to forecast human behavior in various conditions and situations. However, they all agree that the concept of “traits” is the groundwork of the human personality. Many models have attempted to find the coherence and structure of the features; some are purely theoretical, while others are based on factor analysis, a statistical method based on the main areas in which the traits are interrelated. However, the most important work in this subject is the Costa and McCrae’s model of five major personality factors. Likewise, the current study is based on this psychology of personality.

STATEMENT OF THE PROBLEM

Classroom management and organization are among the most important processes that gain the primary concern of today’s teachers. They require extra effort, attention, and care in modern studies, and they are considered one of the major issues and problems for both new and experienced teachers. Many university professors consider them as one of the most difficult responsibilities, which require effort and advanced planning since the problems of classroom management vary from one stage to another and from one class to another. It should also be highlighted that the various functions of a school, including teachers, have their skills in class management and communication with students greatly impacting the learning processes. Therefore, the integration of teachers into the classroom shall define the extent to which students acquire and establish the knowledge provided to them, which constitutes a strong basis for the sciences that the student will receive later. The problem of this study is limited to identifying the relationship between the five personality traits and the effectiveness of classroom management by focusing on the following main question: Is there a relationship between the five personality traits and effective classroom management practices from the primary school teachers’ perspective? Based on the main inquiry, the current study derived the following questions, which the researchers would seek to answer:

1. Are there statistically significant differences in the relationship between the five personality traits and effective classroom management due to gender, age, educational qualification, and years of experience variables?
2. Is there a relationship between the five personality traits and effective classroom management practices from the points of view of primary school teachers?

The nature of teachers’ work assumes many roles, and we should be able to grasp the ideas of these roles. We take the initiative to say that every individual in a society plays multiple roles according to the conditions set by the society for him/her, whether it is private or social life. However, a teacher will almost be distinguishable by the requirement of playing a multi-faceted social role, particularly when it comes to their roles in work, and perhaps the most prominent characteristic of these aspects is that they are related and complementary to each other. Therefore, in this study, we focus the research on the relationship between the five personality traits and effective classroom management by exploring the views of primary school teachers.

Significance of the Study

Teachers must definitely take into account classroom management by performing certain specific tasks that can work in providing a suitable classroom environment for effective learning. The extent of its importance encompasses the classroom practice of teaching and learning, which works on the basis of providing an academic atmosphere for the interaction between teachers and learners. The practice works in preserving order and adjusting classrooms according to the plan prepared by teachers to which learners should respond to it.

Intriguingly, many of us link some of the teachers' personal characteristics with the effectiveness of classroom management. The significance of the current two-year study, and all the assumptions taken into consideration, can be of great importance for the proper planning of classroom control and classroom management factors. Additionally, the current research also attempted to link several aspects of psychology and educational processes, given the strong and influential relationship between the two.

LITERATURE REVIEW

The three core personality traits proposed by Hans Jürgen Eysenck in the late 1940's of the twentieth century is among the most prominent defining features of personality factors. Eysenck conducted various research in personality theories where he, in the beginning, presented the first two basic factors of extraversion and introversion to measure personality. The third factor, psychoticism or the *rigid mind*, was discussed in his later work, where psychoticism was characterized by the reduction of an individual's responsiveness toward conditioning. Many researchers who worked in personality theories have suggested different models for personality trait measurement, such as neuroticism, which can be characterized by negative emotions, and extroversion, which can be described by positive emotions and self-control. The theoretical basis of major personality traits goes back to Allport and Odbert (1936), where the two researchers attempted to relate many of the terms dealt within the English language to describe personality. Cattell (1946) presented 171 traits of personality, but then the number was reduced to 35 dimensions, where each dimension contains two main poles such as extraversion and introversion. Many studies and research have shown that personality traits as a psychological dimension can be relied upon in the psychology studies of personality for the last forty years, which dealt with individuals, groups, and cross-cultural studies. These studies mainly depend on psychological self-reports and psychological measures that examine personality trait factors across different cultures.

Scientific studies in the field of personality psychology have concluded that there are five basic personality factors that can give an accurate description of individual characteristics within the environments to which they belong. These five traits deal with (1) neuroticism (emotional balance), (2) extroversion (introversion), (3) dedication or commitment (lack of interest), (4) gentleness (control and control), and (5) openness to experience (closed-mindedness). Several other researchers presented another model of seven personality traits, including (1) positive attitude (indicating distinction and superiority), (2) negative attitude (indicating moral corruption), (3) positive emotionality (refers to extraversion), (4) negative emotionality (referring to introversion), (5) commitment, (6) decimalism, and (7) conservative behavior (indicating adherence to traditions) (Shalaby, 2000). However, this model of seven major traits is not due to theoretical foundations through which the general features of the personality are devised. The major factors of a personality model are rooted in the lexical assumption that all meaningful features of behavior can be coded into natural language expressions. In other words, all significant human personality traits can ultimately be expressed in natural language terms (Grandmaison, 2006). McCrae and Costa (1999) asserted that the larger model of personality factor implicitly embraces the basic beliefs of personality theories that individuals employ personalities that express relatively stable models of thoughts, feelings, and events where the repeated patterns of behavior can be expected; therefore, personality can ultimately be studied.

Fiske (1949) was the first to speak about the major factors of personality as he extracted five factors from the 22 traits of personality that were included in Cattell's list. These extracted factors were very similar to what would be known later as the five major factors of personality (John & Srivastava, 1999).

Grandmaison (2006) traced the creation of the term major factors of personality by studying the work of Tube and Crystal in 1961, who analyzed the data of eight different samples based on the 35 personality traits. Their findings indicated that all these traits were saturated on five major fixed factors. These results were not known until several years later because the researchers had published their study in an obscure publication of the US Air Force.

Two prominent trends have emerged in identifying and naming the major factors of personality. The first one was derived from the lexical heritage, and the other one was derived from psychological questionnaires. The Norman 1963 Declaration of a New Classification of Personality Traits stated, "derived from Cattell's list, is the official start of the Five Factor Model (FFM)," where Norman defined the major personality factors as follows:

1. Extraversion or Surgency, which is characterized as being talkative, affirmative, and active."
2. Agreeableness, which is characterized as being good-natured, cooperative, and realistic.
3. Conscientiousness, in which the superior is characterized as being organized, responsible, and dependable.
4. Neuroticism, which is characterized as being calm, not nervous, and emotionally stable.
5. Openness to experience, which is characterized by being rational, polite, and thinking independently.

Peabody and Goldberg (1989) noted that the system in which these factors originated was roughly parallel to their representation in trait terminology in the English language. Therefore, the previous classification is representative of the first (lexical) trend that Goldberg later put forward. As for the second trend that led to the big five personality factors model, it stemmed from the analysis of questionnaires, and was identified through the analysis of the work that Eznik did when he identified both extraversion and neuroticism as basic factors for psychological tests. In 1980 they added a new dimension called *openness to experience*, and in 1985 and 1989, they developed two measures to assess both acceptability and vigilance of *conscientiousness*. They also replaced the neurotic dimension with the low emotional stability dimension (McCrae & John, 1992). Thus, the modern model of major personality factors includes five major factors that can be explained as follows (Al-Sukkari, 2009):

Extraversion (E)

It is a trait that indicates a strong interest in others, outside events, adventure, and confidence in unknown things. Extraverted people who exhibit a high degree of this trait are sociable people; lovable, energetic, self-assured, excitement-seekers, talkative, enjoying optimism, and expressing full warmth of feelings and positive emotions. In contrast, a low score in this trait indicates introversion, calmness, and conservatism.

Agreeableness (A)

This trait indicates a tendency to accommodate others, respect their desires, and be considerate of their feelings. The people who have a high degree of this trait are people who are gentle in nature, humble, sympathetic and eager to help, as well as cooperative with others. They are not fanatical about their opinions, nor do they attempt to influence others toward themselves, and they like to participate in volunteer work. A low score in this trait indicates aggressiveness, selfishness, and intolerance.

Conscientiousness (C)

This trait indicates the excellence of the individual with perseverance and responsibility. People who have a high score for this trait are distinguished by honesty, altruism, seriousness, self-control, accuracy, loyalty, and tolerance, while a low score in this trait indicates indifference, violation of rules and laws, and lack of interest in others.

Neuroticism (N)

It is a continuous trait which indicates in its acceptable degrees the emotional stability and emotional order of the individual in general, and thus it is a feature of the normal personality. In its high scores, it is associated with some negative traits such as anxiety, depression, anger, shyness, confusion, impulsivity, and paranoia. Neurotic persons with a high degree of this trait are generally more vulnerable to stress and mental illness. On the contrary, the low degree of this trait indicates emotional stability and the ability to resist stress.

Openness to Experience (O)

It is an attribute that indicates an interest in new ideas and non-traditional views that differ from popular ideas. People who exhibit a high degree of this trait are imaginative, innovative, and competitive and are characterized by abstract thinking as well as high sensitivity to problems. Contrarily, the low score in this trait indicates practical, realistic nature, rigidity of imagination, and clinging to opinion.

Big Five Personality Traits and Classroom Management

The existing literature revealed that there is a scarcity of studies when it comes to teachers' personality topics and their relationship with classroom management styles, whether in the areas of English language teaching or other educational disciplines. The majority of the reviewed former studies seemed to focus on knowing the classroom management style employed in the sample of the studies but without investigating the relationship between the personality style that characterizes the teachers and the management style itself. Therefore, following the explanation of the previous studies, the current review examines several studies with the aim of knowing the associated teachers' classroom management styles regardless of the educational specializations to which they belong, with an attempt to focus on studies that targeted English language teachers in the later part.

First and foremost, Jalili and Mall-Amiri (2015) found a significant difference between the extrovert and introvert EFL teachers' classroom management. The findings indicated that extrovert EFL teachers were better at managing adult EFL learners' classes than introvert teachers. In another study, Rezaei et al. (2019) compared the relationship between the big five traits and ambiguity and risk-taking characteristics of novice and experienced Iranian teachers. The study suggested that the more experienced the teachers are, the less risk they take and the

more ambiguity tolerant they are. On the other hand, the less experienced the teachers are, the more risk they will take and the less they can tolerate ambiguity. Other aspects of classroom management that are supposedly influenced by personality traits are performance and adjustment. Bhatti et al. (2014) proved that there was a positive influence of the personality traits on expatriate adjustment (work, interaction, and general), which further influenced expatriate performance (task, relationship building, and overall performance) rated by peers.

In a study with high school teachers as participants, self-efficacy was also found to have a significant, positive relationship with extraversion, agreeableness, openness to experience and conscientiousness, and a significant but negative relationship with neuroticism (Pandey & Kavitha, 2015). In the same theme of self-efficacy, Djigić et al. (2014) also reported that conscientiousness and openness to experience were the most important predictors for teachers. The relationship between job satisfaction and big five personality traits was explored by Rohani (2017). The study involved experienced and inexperienced elementary school teachers, and the results suggested that there was a correlation between the intention to leave and neuroticism. Similarly, there was also a correlation between job satisfaction and neuroticism, extraversion, and conscientiousness.

A peculiar result was actually presented by Al-Rewahi and Ambosaidy (2013), who revealed the weak correlation between the big five traits and some types of classroom management. The findings suggested that the order of the factors among teachers who specialized in physical education and science at Sultan Qaboos University in the Sultanate of Oman was conscientiousness, extraversion, openness to experience, agreeableness, and neuroticism, subsequently. It was also suggested that the order of classroom management types was democratic, authoritative (dictatorial), and chaotic type, subsequently. In addition, the results also showed no significant differences in the types of classroom management due to gender, specialization, and the interaction between gender and specialization. Burkett (2011), on the other hand, also reported small but significant relationships between transformational leadership, personality factors of openness to experience and conscientiousness, as well as the efficacy of classroom management. However, there was no statistical relationship could be found between the efficacy of classroom management, experience, certification, and the personality factors of extraversion, agreeableness, and neuroticism.

METHODOLOGY

Research Design

The current research used a quantitative approach in gathering the study data. The descriptive-analytical approach was utilized in evaluating the big five personality traits present among English teachers and exploring their correlation to effective classroom management.

Population and Sampling

The targeted research population was primary school teachers in Jenin, Palestine. The conveniently chosen sample was comprised of 35 elementary school teachers. Female teachers made up 45.7% of the total samples, and 34.3% of the respondents were aged between 23-30 years old or 31-40 years old. Up to 85.7% of the participants had Bachelor's degrees, and 37.1% were reported to have over ten years of teaching experience (See Fig. 1).

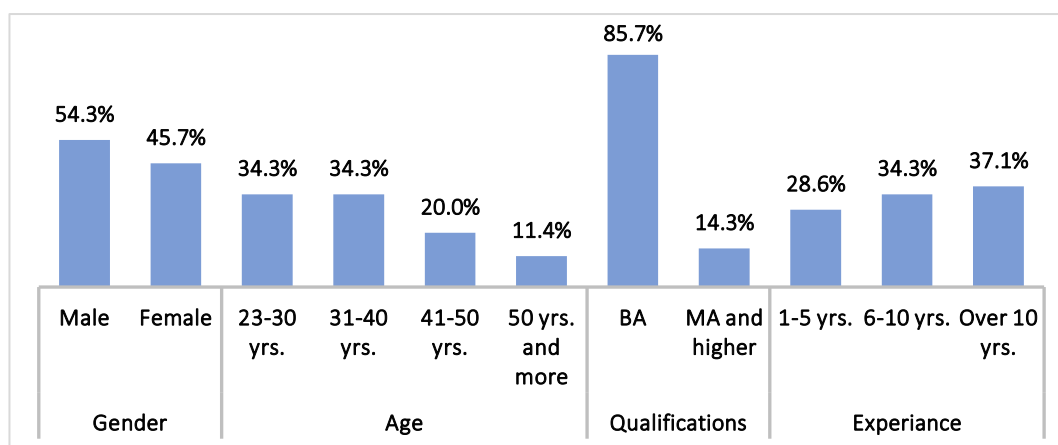


Figure I: Characteristics of the study sample

Data Collection

A questionnaire was used as the data collection tool. Other than the consent form and demographic information of the participants in the introductory section, the questionnaire was organized into two sections. The first section evaluated the big five personality traits using a modified shortened version of 15 items. The items were distributed into five dimensions; (1) neuroticism, (2) extraversion, (3) openness to experience, (4) agreeableness, and (5) conscientiousness. The second section included 15 items assessing the effectiveness of classroom management practices. The answers to all of the items were weighed using a five-point Likert scale.

Data Analysis

The collected data was analyzed using SPSS v.23 with descriptive analysis as the analytical method. The independent samples t-test was performed to detect the differences between participants' gender and qualifications. The one-way analysis of variance (One-way ANOVA) was utilized to explore the differences between the participants based on their experience and age.

RESULTS AND DISCUSSION

The elementary school teachers', according to the study tool, shared most of the personality traits. The big five personality traits responses were extracted using descriptive statistics, and the computed means and standard deviations are shown in Table 1.

Table (1): The big five personality traits among elementary school teachers

Dimension	Mean	Std. Deviation	Evaluation
Neuroticism	3.2571	.4360	Moderate
Extraversion	3.2952	.3684	Moderate
Openness	3.4095	1.1262	Moderate
Agreeableness	3.2190	.3327	Moderate
Conscientiousness	3.2476	.4227	Moderate

The results showed that the teachers' have moderate scores for all big five personality traits. However, the outcomes also indicated that openness to experience dimension took first place among teachers with a mean score of 3.40, followed by extraversion ($m = 3.29$) and

agreeableness ($m = 3.21$) dimensions. The study also examined the teachers' practicing level of effective classroom management strategies, as shown in Table 2.

Table (2): The teachers' application level of effective classroom management strategies

Dimension	Mean	Std. Deviation	Evaluation
Effective classroom management	3.9905	.71586	High

The teachers showed high levels of effective classroom management practices implementation with a mean score of 3.99, indicating a substantial understanding of management strategies' significance and influence on the students and educational process.

Hypotheses Testing:

Hypothesis 1:

There are no statistically significant differences at the level of ($\alpha=0.05$) in the big five traits and their relationship with effective classroom management practices due to gender as perceived by the English teachers of Jenin elementary schools. The first hypothesis was examined using the independent samples t-test to find out any differences between the male and female teachers with reference to the personality traits and management practices.

Table (3): The results of independent samples t-test for big five personality traits and effective classroom management practices based on gender

Dimension	Gender	N	Mean	Std. Deviation	F	Sig.
Neuroticism,	Male	19	3.2281	.41652	.293	.592
	Female	16	3.2917	.46944		
Extraversion	Male	19	3.1930	.38993	.541	.467
	Female	16	3.4167	.31032		
Openness	Male	19	3.0526	1.27300	5.182	.029
	Female	16	3.8333	.76012		
Agreeableness	Male	19	3.1404	.35687	2.774	.105
	Female	16	3.3125	.28464		
Conscientiousness	Male	19	3.1228	.47415	7.454	.010
	Female	16	3.3958	.30353		
Effective classroom management	Male	19	3.8842	.84528	1.561	.220
	Female	16	4.1167	.52239		

Table 3 shows that there are no statistically significant differences at the level of ($\alpha = 0.05$) for the big five traits and their relationship with the effective classroom management practices as perceived by the participants due to gender on all dimensions, except openness to experience ($\alpha < 0.05$, 0.02), which is in favor of female teachers ($m = 3.83$), and conscientiousness ($\alpha < 0.05$, 0.01), which is also in favor of female teachers.

Hypothesis 2:

There are no statistically significant differences at the level of ($\alpha=0.05$) in the big five traits and their relationship with effective classroom management practices due to age as perceived by the English teachers of Jenin elementary schools. The second hypothesis was analyzed using One-way ANOVA as a means of detecting the difference between the teachers' age groups.

Table (4): The results of One-way ANOVA as a means of detecting differences between the teachers' age groups

Dimension		Sum of Squares	df	Mean Square	F	Sig.
Neuroticism,	Between Groups	.612	3	.204	1.080	.372
	Within Groups	5.852	31	.189		
	Total	6.463	34			
Extraversion	Between Groups	.579	3	.193	1.482	.239
	Within Groups	4.037	31	.130		
	Total	4.616	34			
Openness	Between Groups	5.786	3	1.929	1.601	.209
	Within Groups	37.344	31	1.205		
	Total	43.130	34			
Agreeableness	Between Groups	.167	3	.056	.480	.698
	Within Groups	3.598	31	.116		
	Total	3.765	34			
Conscientiousness	Between Groups	.858	3	.286	1.699	.188
	Within Groups	5.218	31	.168		
	Total	6.076	34			
Effective classroom management	Between Groups	2.448	3	.816	1.689	.190
	Within Groups	14.975	31	.483		
	Total	17.423	34			

The results in Table 4 indicate that there are no statistically significant differences at the level of ($\alpha = 0.05$) in the big five traits and their relationship with effective classroom management practices due to age on all dimensions as perceived by the participants.

Hypothesis 3:

There are no statistically significant differences at the level of ($\alpha=0.05$) in the big five traits and their relationship with effective classroom management practices due to qualification as perceived by the English teachers of Jenin elementary schools. The third hypothesis was examined using the independent samples t-test to find out the differences between the Bachelor's (BA) and Master's (MA) degree holders in their big five personality traits and effective classroom management practices.

Table (5): The results of independent samples t-test for big five personality traits and classroom management practices based on qualification

Dimension	Qualification	N	Mean	Std. Deviation	F	Sig.
Neuroticism,	BA	30	3.2556	.40762	1.858	.182
	MA and higher	5	3.2667	.64118		
Extraversion	BA	30	3.3222	.34445	.697	.410
	MA and higher	5	3.1333	.50553		
Openness	BA	30	3.4667	1.08843	.714	.404
	MA and higher	5	3.0667	1.42205		

Agreeableness	BA	30	3.2111	.34445	.991	.327
	MA and higher	5	3.2667	.27889		
Conscientiousness	BA	30	3.2222	.44060	1.798	.189
	MA and higher	5	3.4000	.27889		
Effective classroom management	BA	30	4.0000	.68660	.577	.453
	MA and higher	5	3.9333	.96609		

Table 5 shows that there are no statistically significant differences at the level of ($\alpha = 0.05$) due to teachers' qualification on all dimensions in the big five traits and its relationship with the effective classroom management practices as perceived by the participants.

Hypothesis 4:

There are no statistically significant differences at the level of ($\alpha=0.05$) in the big five traits and their relationship with effective classroom management practices due to years of experience as perceived by the English teachers of Jenin elementary schools. The fourth hypothesis was analyzed using One-way ANOVA as a means of detecting differences between the teachers' variant experiences.

Table (6): The analysis of variance (One-way ANOVA) as a means of detecting differences between the teachers' years of experience

Dimension		Sum of Squares	df	Mean Square	F	Sig.
Neuroticism,	Between Groups	.296	2	.148	.767	.473
	Within Groups	6.168	32	.193		
	Total	6.463	34			
Extraversion	Between Groups	.080	2	.040	.282	.756
	Within Groups	4.536	32	.142		
	Total	4.616	34			
Openness	Between Groups	.385	2	.192	.144	.866
	Within Groups	42.745	32	1.336		
	Total	43.130	34			
Agreeableness	Between Groups	.346	2	.173	1.618	.214
	Within Groups	3.419	32	.107		
	Total	3.765	34			
Conscientiousness	Between Groups	.210	2	.105	.572	.570
	Within Groups	5.866	32	.183		
	Total	6.076	34			
Effective classroom management	Between Groups	.343	2	.171	.321	.728
	Within Groups	17.081	32	.534		
	Total	17.423	34			

The results of the ANOVA test (Table 6) indicate that there are no statistically significant differences at the level of ($\alpha = 0.05$) due to experience on all dimensions in the big five traits and their relationship with the effective classroom management practices as perceived by the participants.

Hypothesis 5:

There is a strong positive correlation between the teachers' big five personality traits and their effective classroom management practices. The correlation hypothesis (Hypothesis 5) was assessed using Pearson's correlation coefficient and gave varying results (Table 7). A weak negative correlation was observed between classroom management practices and the traits of neuroticism ($r = -0.09$ -) and conscientiousness ($r = -0.01$). On the other hand, the correlations between effective classroom management practices and extraversion ($r = 0.16$), openness to experience ($r = 0.01$), and agreeableness ($r = 0.001$) were positive, but they were still considered as weak and very weak, subsequently. These results foreshadow the inexistence of a correlation between the teachers' personality traits and classroom management practices.

Table (7): The results of Pearson's correlation between big five personality traits and their effective classroom management practices

Dimension		Effective Classroom Management
Neuroticism,	Pearson Correlation	-.097-
	Sig. (2-tailed)	.581
	N	35
Extraversion	Pearson Correlation	.162
	Sig. (2-tailed)	.352
	N	35
Openness	Pearson Correlation	.010
	Sig. (2-tailed)	.955
	N	35
Agreeableness	Pearson Correlation	.001
	Sig. (2-tailed)	.996
	N	35
Conscientiousness	Pearson Correlation	-.018-
	Sig. (2-tailed)	.919
	N	35

DISCUSSION

Teachers are the backbone of educational processes. They are the main factor upon which the success of education depends in achieving its goals by translating them into a tangible reality. Numerous studies suggested that some professions require certain personal characteristics due to the nature of the work pressure that comes with the occupation. In this case, people may vary in their abilities to bear these various professional burdens according to their personal characteristics. Therefore, the teaching profession also requires certain personal characteristics that are considered to be among the reasons for success and need to be identified and upgraded because teachers' role is very important in preparing and shaping future generations. The present study found that teachers at the primary schools in Jenin, Palestine, demonstrated moderate degrees of big five personality traits and rated high their practice of effective classroom management strategies. The teachers' long experience might explain these results. Presumptively, the previous classroom problems faced by the teachers during their careers might have enriched their knowledge, leading to the best and most effective strategies of classroom management and problem solving or minimization, regardless of their personality traits.

The results showed no statistically significant difference in the big five traits and its relationship with the effective classroom management practices as perceived by all of the participants due to gender on all dimensions except for openness to experience and conscientiousness that showed differences in favor of female teachers. On the other hand, no differences were detected among the respondents related to age, experience, and qualifications. This is contrary to the outcomes presented by Rezaei et al. (2019). Moreover, the results revealed a weak negative correlation between effective classroom management practices and the traits of neuroticism and conscientiousness ($r = -0.01$). On the other hand, the correlations between effective classroom management practices and the traits of extraversion, openness to experience, and agreeableness were all positive but still in the extent of *weak* and *very weak*, which is consistent with Jalili and Mall-Amiri (2015) as well as Al-Rewahi and Ambosaidy (2013) findings. Evidently, these results foreshadow the inexistence of a correlation between the teachers' personality traits and classroom management practices.

CONCLUDING REMARKS

Teachers have an important role in shaping study environments. A happy and comfortable environment created by the teachers oftentimes leads students' moods to be happy. In contrast, when students perceive that their teacher is angry or exasperated, the response shall usually lead to a negative interaction between the two, which eventually weakens the learning process. Consequently, teachers are fully responsible for their social behavior in a class, and this behavior reflects the environment of the classroom. In addition to the behavior, class management is also one of the primary tasks of a teacher, in which the tasks of teaching implementation depend to a large extent on aspects. In other words, it is a set of complex behavioral patterns which teachers use in order to provide an appropriate learning environment and maintain its continuity, enabling the teacher to achieve the desired education and educational goals. Teachers' efficiency and effectiveness in conducting a class depend to a large extent on their class management proficiency and how they maintain order in the class. Class management skills are closely related to teaching implementation, but there is a perception that these skills are separated from teaching implementation skills despite the close relationship. Hence, in view of the study outcomes, the current study recommends the organization of workshops for teachers to improve their positive personality traits and to educate the methods of investment in classroom management. Such workshops shall also keep the teachers updated with the new approaches in classroom management. Finally, it is also our plan to conduct further research to investigate the influence of personality traits on teachers' job satisfaction and self-efficiency in Palestinian schools.

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