

The Mediating Effect of Personality Traits in Learning Experiences and Communicative Competence of Grade 12 Students

Albert T. Tamang and Elleine Rose A. Oliva*

Professional Schools, University of Mindanao,
Davao City, Philippines

**Corresponding author:*

elleinerose_oliva@umindanao.edu.ph

ABSTRACT

This study aimed to see if personality style influences classroom learning experience and communication competence in Senior High School Filipino students in the public schools of Sta. Maria West District, Division of Davao Occidental. The data for this study came from N-234 Grade 12 students and was collected using a non-experimental descriptive correlation design. Mean and standard deviation, Pearson Product Moment Correlation, and the Sobel z-test were utilized as statistical techniques. The study found that the learning experiences, communicative competence, and personality styles had reached a high level. The learning experience and communication ability, learning experience and personality types, personality styles, and communicative abilities strongly correlate. Personality styles and learning experience mediated overall communicative ability. However, one of the personality styles did not affect the link between the learning experience and communicative competence. As a result, teachers consider senior high school students' communicative abilities through relevant learning experiences and coping with various personality styles.

Keywords: *learning experiences, communicative competence, personality traits, mediating effect, Philippines.*

INTRODUCTION

Understanding linguistic concepts is part of developing communicative competence, which necessitates suitable and complete processes for applying knowledge to each learner's meaningful activity (Pawlak 351-379). As a result, the importance of teaching methods and the consideration of theory in learning and strategies, approaches, and styles have been demonstrated. These, particularly in language instruction, where continuously improving concepts and formation should be penetrated, allowing new styles in the teaching and learning process in a traditional way (Savignon 1-7).

Communicative competence refers to the proper use of language, the interpretation of grammar, rules and guidelines for word formation, and the appropriateness of its phonics. When appropriately and adequately combined, it produces a meaningful sentence with a meaning contained concerning proficiency in the second language's linguistic aspect. As a result, this skill entails knowledge of a single system that must be merged into a variety of tasks to attain assurance in assessing the environment, the form and type of language used, as well as knowing its source to be relevant, resulting in a compelling task or project (Mart 163-167).

The desire to use and learn a second language contributes to the global aspect, where proficiency leads to a successful process of communicating with various groups that include other linguistic concepts. An intercultural speaker's self-awareness in other aspects of identity must be considered (Avgousti 819-853). Communicative abilities are vital because they constitute the foundation for constructing a project, maintaining societal relationships, and actively participating in the numerous language topics learned (Todorov 35-37). Furthermore, the study of communication competence will

serve as a foundation for knowledge advocates who will construct diverse activities, including active participation, to meet acceptable academic needs and develop varied communicative competencies (Prokopenk and Karabutova 42-50).

Learning experiences are thought to substantially impact learners' communication capacity (Mahmoodzadeh and Khajav 333-351). As a result, adequate linguistic concept promotion in the classroom will positively impact a student's communicative ability (Felder 87-121; Pawlak 351-379). The key reason for its efficient attainment is the proper promotion of linguistic concepts that can be employed in every life context and implemented in various ways and styles to make the flow of teaching and learning more meaningful (Li 1-23).

Many studies on student learning of various linguistic concepts have been undertaken. Most of the data collected resulted in student learning on developing communicative skills through language learning experiences (Kim 321-351). Because the acquisition of linguistic concepts can be considered functional knowledge, numerous academics are continuously studying and obtaining data today (Faradilla and Rukmini 78-85). On the other hand, the impact of personality traits on learning experiences and communicative competence has received much attention based in the literature. However, few studies show that personality traits impact learners' learning experiences and communicative competence.

Personality is a collection of patterns of behavior that are said to be unique to a person. This serves as a means of displaying the true spirit and meaningful characteristics acquired from childhood and is gradually influenced by various factors that can change the desire to interact, socialize, and,

above all, deal with the processing of learning any concept in an orderly fashion (Dalpé et al. 280-285).

Researchers are encouraged to examine this study since most studies are conducted in developing countries where educational quality is improving, such as Australia, Indonesia, and the United States of America, which will serve as the foundation for the current study. The researchers believe this research should be carried out in a country like the Philippines, which constantly strengthens its educational system. As a result, the researchers looked into the mediating influence of a senior high school student's personality qualities on the relationship between learning experiences and communication competence.

METHOD

Descriptive correlation design was used in this study, specifically non-experimental design. After a comprehensive investigation of various data collection utilizing diverse instruments such as questionnaire, descriptive correlation research design was utilized to explain and describe the present phenomena and the subsequent phenomena (Atmowardoyo 197-204). Furthermore, this design determines whether a variable has a substantial relationship with other variables described in the comprehensive process (Asio et al. 1-10). This study examined how the mediator variable is linked to other factors and how it can affect dependent and independent relationships. In other words, the mediator variable correlates with the dependent and independent variables, and indifference to the mediator variable results in deficiency and inadequacy in the study (Mackinnon et al. 593-614).

The study was done in public senior high schools in Sta. Maria West and East Districts, Division of Davao Occidental.

The poll was completed by 234 senior high school students enrolled in SY 2020-2021.

Three scales make up the survey instrument. The first scale, developed by Kong (111-129), consists of 15 items grouped into three categories: positive learning experiences, teacher assistance in learning, and active learning experiences. The second scale was adapted from Juhász (152-153). It consisted of 21 items clustered in seven areas: linguistic competence/vocabulary, linguistic competence/grammar, spoken discourse competence, written discourse competence, actional competence, sociolinguistic competence, and strategic competence. The third scale was adapted from John and Srivastava (102-138) and consisted of 44 items clustered in five areas: extraversion, agreeableness, conscientiousness, neuroticism, and openness.

Weighted mean was utilized to define the levels of learning experiences, communicative competence, and personality attributes in the data analysis. Pearson product-moment correlations were used to determine the significance of the relationship between learning experiences and communicative competence, learning experiences and personality traits, and personality traits and communicative competence of senior high school students for the inferential part. In contrast, the Sobel z-test was used to determine the mediating effect of personality traits on the relationship between learning experiences and the communicative competence of senior high school students. SPSS 19.0 freeware was used for all statistical analyses.

RESULTS AND DISCUSSION

The mean score for the markers of learning experiences, with an overall mean of 4.00 attributed to the highest rating

given by the respondents, indicating that the students frequently displayed learning experiences, is presented in Table 1. The mentioned overall mean score was derived from the computed mean score of its indicators, which ranged from highest to lowest.

Table 1
Learning Experiences

Indicator	Mean	SD	Descriptive Level
positive learning experiences	3.95	.820	high
teacher's support in learning	4.28	.746	very high
active learning experiences	3.78	.747	high
Overall	4.00	.637	high

As shown in Table 1, of all the indicators classified as *very high*, teachers' assistance in learning had the highest mean of 4.28, indicating a powerful expression of senior high pupils on practices. This means the students always experienced the role and guidance of the teacher as often to develop learning and encourage them to learn sufficiently. These findings support the idea of Kong and Chang (325-335). Second, *positive learning experiences* received a mean of 3.95, indicated as *high*, which means that students did not often experience any obstacles in acquiring knowledge properly. This result follows the idea of Vero and Puka (57-66) that various creative methods can make the learning more meaningful. Lastly, *active learning experiences* has a mean of 3.78, considered *high*, implies a considerable presence of senior high students in practice. It also

depicts that the students often experienced group discussion or roleplay, resulting in proper knowledge. These findings are connected to the idea of Widiawati et al. (96-105).

Table 2 depicts the level of personality traits among students in senior high schools. It states that no general mean score can be calculated because each personality attribute is unique. *Openness* received the highest mean score of 3.75, indicating a *high* level, followed by *neuroticism*, with a mean of 3.71, indicating a *high* level, and *extraversion*, with a mean of 3.69, indicating a *high* level. Furthermore, *conscientiousness* received a mean of 3.67, considered *high*, and *agreeableness* received a mean of 3.60, which is also considered *high*.

Table 2
Personality Traits

Indicator	Mean	SD	Descriptive Level
Extraversion	3.69	0.607	high
Agreeableness	3.60	0.604	high
Conscientiousness	3.67	0.570	high
Neuroticism	3.71	0.628	high
Openness	3.75	0.775	high

Note: Each personality style is considered to be unique; the overall mean score was not calculated.

Extraversion has a *high* level which indicates that students often demonstrated an interest in doing things inside the classroom and had an interest in interacting with other members. This is in line with the idea of Hassan and Abbas (77-91), in which the interest is directly shared with those around them to convey new knowledge or other work. Also, *agreeableness* indicated a *high* level that the students exhibited this style without discrimination and eagerness to help others.

This agrees to the concept of Sorić et al. (126-134), where it resulted in having a harmonious relationship with each other and increased new knowledge utilization using product assessment made by the teachers. The *conscientiousness* indicator also has a *high* level obtained in the study, which means that this style is often noticed among the students. This indicates that the students often strive to complete a task guided by learning objectives. It is linked to the idea of Halder and Chakraborty (41-53). Also, *neuroticism* obtained a *high* level, indicating that the students were often easily nervous at any event but remained calm. This result is in line with the idea of Yazici and Erenler (527-540) that a student's anxiety is proven by self-confidence and interest in completing a task appropriately. Lastly, *openness* gained a *high* level indicated that the imagination was often active and was appreciated in literature and music. This result is connected to the idea of Zee and Koomen (981-1015) and Granziera and Perera (75-84), where the fact that the student has often exhibited this personality style is probably due to the teacher's relevance of the personal belongingness of students.

Table 3 illustrates the level of communicative competence of senior high students, with an overall mean of 4.14, which was a high descriptive level, indicating that all indicators identified senior high school students as having many experiences. Among the stated measures, *linguistic competence in vocabulary* received a mean of 4.32, *linguistic competence in grammar* received a mean of 4.25, *written discourse competence* received a mean of 4.33, and *actional competence* received a mean of 4.32, which is considered to be extremely high. Second, *spoken discourse competence* received a mean of 3.99, *sociocultural competence* received a mean of 3.99, and *strategic competence* received a mean of 3.81, all of which are descriptively high.

Table 3
 Communicative Competence

Indicator	Mean	SD	Descriptive Level
linguistic competence / vocabulary	4.32	.711	very high
linguistic competence / grammar	4.25	.699	Very high
spoken discourse competence	3.99	.705	high
written discourse competence	4.33	.707	very high
actional competence	4.32	.669	very high
sociolinguistic competence	3.99	.636	high
strategic competence	3.81	.776	high
Overall	4.14	.564	high

Linguistic competence / vocabulary with a *very high* level indicates the appropriateness of phonics and spelling of words. It is in line with the view of Alqahtani (21-34) that such awareness served as the foundation for studying the Filipino language. This is followed by *linguistic competence/grammar*, which also has a *very high* level. This indicates that students always pay attention to the rules of Filipino grammar and its various activities with interest. This follows the idea of Pushpanathan (6092-6097) that the creation of ideas is through the knowledge gained. The respondents gave the *spoken and written discourse competence* different responses. *Spoken* has

a *high level* while *written* has a *very high level*. Written discourse is more prominent than spoken because it focuses only on the generated task that other factors can apply to convey the flow of ideas, but the written discourse systematically expresses the desires. This idea is confirmed in the concept developed by Hamitovna (25-42). The *actional* indicator is also *very high*, and this ability is often manifested by the students in giving directions and greetings using the Filipino language. This finding is relevant to the idea of Lim (191-210), specifically the use of the Filipino language in persuasion to come up with a creative idea so that everyone can build a relationship. *Sociocultural* has a high level, which the students often demonstrate. This is reflected in the idea of Anisa and Dililitaş (14-31), who stated that the existence of a relationship is related to various factors such as social status, age, gender, and standard of living. Finally, *strategy* is often demonstrated by knowing the innovative way to know the meaning of words with deep understanding. These results fit the idea of Daver (60-64).

Table 4 displays the findings of the pairwise correlation study using the Pearson Product Moment Correlation Test. The findings reveal that learning experiences are favorably and significantly related to communicative ability ($r = 0.538$, $p < 0.05$). The following results are based on the analysis: learning experiences and extraversion ($r=0.468$, $p<0.05$), learning experiences and agreeableness ($r=0.176$, $p<0.05$), learning experiences and conscientiousness ($r=0.340$, $p<0.05$), learning experiences and neuroticism ($r=0.254$, $p<0.05$), and learning experiences and openness ($r=0.357$, $p<0.05$); all are related to personality traits. The null hypothesis is appropriately rejected, as shown.

Table 4
Analysis of the Relationship among Variables

Pair	Variable	Relationship Coefficient	Significance of p	The decision of the H_0
IV and DV	Learning Experiences and Communicative Competence	0.538	<0.000	Rejected
IV and MV	Learning Experiences and Extraversion	0.468	<0.000	Rejected
	Learning Experiences and Agreeableness	0.176	<0.007	Rejected
	Learning Experiences and Conscientiousness	0.340	<0.000	Rejected
	Learning Experiences and Neuroticism	0.254	<0.000	Rejected
	Learning Experiences and Openness	0.357	<0.000	Rejected
MV and DV	Extraversion and Communicative Competence	0.335	<0.000	Rejected
	Agreeableness and Communicative Competence	0.331	<0.000	Rejected
	Conscientiousness and Communicative Competence	0.571	<0.000	Rejected
	Neuroticism and Communicative Competence	0.468	<0.000	Rejected
	Openness and Communicative Competence	0.586	<0.000	Rejected

Individual pairwise correlations revealed that *extraversion and communicative competence* ($r=0.335$, $p<0.05$), *agreeableness and communicative competence* ($r=0.331$, $p<0.05$), *conscientiousness and communicative competence* ($r=0.571$, $p<0.05$), *neuroticism and communicative competence* ($r=0.468$, $p<0.05$), and *openness and communicative competence* ($r=0.586$, $p<0.05$) are all significantly and positively related to communicative competence. As a result, the null hypothesis has been ruled out.

The findings of this study show that all senior high school students' perceptions of their learning experiences are favorably and significantly related to their communicative skills. This rejection leads to the null hypothesis, which states that there is no significant link between the variables, implying that they are independent of one another. This indicates that learning experiences influence the development of communicative competence in the Filipino language to some extent, as students use their capacity to communicate in various activities based on the knowledge learned during the teaching and learning process in the classroom. This link supports Canale and Swain's (1-47) communication competence model, which demonstrated that varied learning experiences contributed to acquiring knowledge that developed and cultivated specific communicative skills (Terogo et al. 29).

In addition, learning experiences and personality traits were found to have a favorable and significant relationship. It was discovered that the likelihood value was lower than the assigned level, indicating that the learning experience was linked to each of the senior high school students personality characteristics. This finding is in line with Chen and Minyeh's (33-56) theory that the value of personality styles depends on learning experiences that serve as a step toward addressing students' overall personalities. It proves that teachers of

selected senior high school students are given adequate attention in language instruction processing.

Table 5 shows the results of the Sobel z-test. It was discovered that four personality traits, *agreeableness* ($z=2.337043$, $p<0.05$), *conscientiousness* ($z=4.636791$, $p<0.05$), *neuroticism* ($z=3.447347$, $p<0.05$), and *openness* ($z=4.863879$, $p<0.05$), have a mediating effect in the relationship between learning experiences and communicative competence. It denotes that the null hypothesis has been disproved. It was also discovered that *openness* has the highest amount of mediating impact (29.99 %) in the association between learning experiences and communicative competence in four out of five personality traits. Furthermore, *conscientiousness* had a robust mediating effect (28.75%), but *neuroticism* had no effect (16.73 %).

Similarly, personality factors were found to have a favorable and substantial relationship with senior high school students' communicative skills. It also demonstrated that the likelihood value is low compared to the underlying level, implying that each has a beneficial impact. In contrast, Chen and Minyeh (33-56) found no significant relationship between communicative ability and personality style. Both believe that each personality style can manifest itself in different communicative competence. This study found no significant relationship between communicative ability and personality style. As a result, the findings and viewpoints are inappropriate and irrelevant because results show that personality style and communication skills are linked.

Table 5
Results of the Statistics Contained in the Analysis of Mediation
(Mediator Effect) based on the Combination of Learning
Experiences and Personality Traits towards the Overall
Communicative Competence

Combination of Variables	Sobel z	p-value	Percentage of the Mediating Effect	The decision of the <i>H₀</i>
Learning Experiences → Extraversion → Communicative Competence	1.678828	0.093186 ^{ns}	9.301643%	Accept
Learning Experiences → Agreeableness → Communicative Competence	2.337043	0.019437*	7.988521%	Rejected
Learning Experiences → Conscientiousness → Communicative Competence	4.636791	0.000004*	27.754304%	Rejected
Learning Experiences → Neuroticism → Communicative Competence	3.447347	0.000566*	16.727287%	Rejected
Learning Experiences → Openness → Communicative Competence	4.863879	0.000001*	29.987037%	Rejected

The result of the correlation of learning experience and communicative ability of four of the five personality styles,

agreeableness, conscientiousness, neuroticism, and openness, on the other hand, reveals a significant correlation between them. This suggests that the four personality styles are important variables because they mediate the relationship between the learning experience and communicative ability. This suggests that the four personality factors explain why or how the learning experiences and communicative skills are related. This concept is related to John and Srivastava's (102-138) "Five Factor" Model, in which each personality style has an impact on the student's learning experience in terms of how knowledge of different concepts of language is considered and demonstrated in interacting with other members using competence in communication (De Raad et al. 559-566)

Table 6 summarizes the findings from analyzing each personality trait's mediating effect on senior high school students' learning experiences and communication ability.

Table 6
 Overall Analysis of the Mediating Effect of Personality Traits
 in the Relation between Learning Experiences and
 Communicative Competence

Combination of Variables	Mediation is presented	Type of Mediation
Learning Experiences → Extraversion → Communicative Competence	Not Presented	-
Learning Experiences → Agreeableness → Communicative Competence	Presented	Partial

Learning Experiences →Conscientiousness→ Communicative Competence	Presented	Partial
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Learning Experiences →Neuroticism → Communicative Competence	Presented	Partial
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Learning Experiences → Openness → Communicative Competence	Presented	Partial
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Four of the five personality traits were found to have a mediating influence based on the combination of variables; nevertheless, this is a partial mediation. On the other hand, one personality attribute does not affect learning experiences and communication skills. Furthermore, the extraversion personality trait was discovered to affect learning experience and communication abilities negatively. It indicates that the mediating influence of extraversion on the relationship between learning experiences and communication skills has yet to be shown.

CONCLUSION AND RECOMMENDATION

Positive learning experiences, teacher assistance in learning, and active learning experiences were shown to have a high degree of total learning experiences in this study. Senior high school students were also judged to have a high level of communicative competence based on the seven indicators:

linguistic competence/vocabulary, linguistic competence/grammar, spoken discourse competence, written discourse competence, actional competence, sociolinguistic competence, and strategic competence. Personality qualities, on the other hand, are thought to be unique. As a result, there was no statistical study of the total level. Each student was also said to have a distinct personality attribute connected to a meaningful relationship.

In terms of factors, it was discovered that there is a significant association between the learning experience and communicating ability, which is consistent with Canale and Swain's (1-47) Model of Communicative Competence; hence, the hypothesis was rejected. As evidence to refute the hypothesis, there is a significant association between learning experiences and personality traits, and the findings verified Maslow's (62-72) Hierarchy of Needs. Furthermore, there is a significant association between students' personality traits and communicative abilities, supporting Vygotsky's Sociocultural Theory; hence the hypothesis was rejected.

The overall outcome of the assessment of the students' communicative competence was that the obtained mean score was high. To enhance communicative skills, the researchers suggested that teachers promote methods that provide comprehensive knowledge and persuasive language approaches. On the other hand, in evaluating personality styles apart from being unique, the agreeableness style obtained a low mean score compared to other styles. The researcher suggests that product assessment processes such as group work should be continued, such as group work, portfolio creation, and inference building on texts or literature.

In addition, the current study revealed that learning experience in the active learning status obtained a low mean

score. Thus, the researchers recommended that further consideration be given to activities that interest students, such as playing games and discussion, dramatization, and information retrieval using modern technology such as computer.

Finally, the researchers propose to continue the study on students' communicative competence at the senior high school level and at other curricular levels to identify other developmental factors. Moreover, the result of the research may serve as a basis for future studies in developing the general framework to supplement the shortcomings that may later be applied in the context of the teaching and learning process.

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