

The Influence of Personality Traits on the Delinquent Behaviors Among Students: A Basis for Intervention

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Abstract— Delinquent behaviors such as truancy, bullying, and substance use remain pressing concerns in schools. Understanding how these behaviors may be influenced by personality traits, as defined by the Big Five Model, is crucial for crafting effective interventions. This study explored the relationship between personality traits and delinquent behavior among Grade 12 students at Initao National Comprehensive High School in Misamis Oriental during the academic year 2024–2025. Utilizing a descriptive-correlational research design, data were gathered from 100 senior high school students through a structured questionnaire assessing personality traits and delinquent behaviors. The findings revealed that students generally exhibited average levels across all five personality traits, with Conscientiousness and Agreeableness being the most dominant. Similarly, delinquent behaviors were present at an average level, with bullying or aggression being the most frequently reported. However, statistical analysis using Pearson’s correlation revealed a very weak negative correlation ($r = -0.030$, $p = 0.766$) between personality traits and delinquent behavior, indicating no significant relationship. The study concludes that personality traits alone do not significantly predict student delinquency, suggesting the need to consider other influencing factors. It is recommended that school counselors, parents, educators, and policymakers adopt a multifaceted approach that incorporates not only psychological profiles but also environmental and social factors to effectively address and prevent delinquent behaviors.

Keywords— personality traits, delinquent behavior, big five model, senior high school students, behavioral intervention.

INTRODUCTION

Background of the Study

Delinquent behavior among students has become a growing concern in schools, often manifesting in acts such as truancy, bullying, vandalism, and other rule-breaking activities. These behaviors may not solely stem from environmental factors or peer influence but can also be deeply rooted in a student's personality traits. Personality traits, particularly those defined in the Big Five Model—openness, conscientiousness, extraversion, agreeableness, and neuroticism—play a significant role in shaping how students respond to stress, authority, social situations, and decision-making. For instance, students high in neuroticism may be more prone to emotional instability and impulsive actions, while those low in conscientiousness might show poor self-control and disregard for rules. Understanding the link between these traits and delinquency is crucial, as it provides a psychological lens through which school administrators, teachers, and counselors can develop targeted interventions that not only address behavioral problems but also nurture positive personality development among students.

Several studies have established the connection between personality traits and delinquent behaviors, emphasizing the psychological underpinnings of such conduct among

adolescents. It was found that specific personality traits, particularly low conscientiousness and high neuroticism, serve as significant predictors of criminal and delinquent tendencies, suggesting that personality assessment can aid in identifying at-risk individuals (Delcea & Enache, 2021). Adolescents prone to delinquency tend to exhibit personality dimensions characterized by impulsivity, emotional instability, and low agreeableness, which may hinder their ability to conform to societal norms (Rajeevan, Jain, & Parihar, 2022). Additionally, the impact of dark personality traits—such as narcissism, Machiavellianism, psychopathy, and sadism—on adolescent delinquent behavior has been observed, highlighting how these traits increase the likelihood of misconduct, especially in the absence of strong social support systems (Zafar, 2024). Together, these findings underline the critical role of personality traits in shaping students' behavioral patterns and reinforce the importance of incorporating personality-based insights into intervention strategies.

In the context of educational institutions, particularly in local school settings, there is limited research that directly examines how personality traits influence delinquent behaviors among students. Most existing studies are conducted in foreign settings with cultural, social, and environmental conditions that differ

significantly from those in Philippine schools. As a result, the findings and interventions proposed in those studies may not be fully applicable or effective in the local context. There is a lack of contextualized evidence that considers the unique challenges faced by Filipino students, such as peer pressure, family dynamics, and school discipline practices. This study seeks to address this contextual gap by exploring the influence of personality traits on student delinquency within a local school environment and proposing culturally and contextually relevant interventions.

The primary aim of this study was to examine the influence of personality traits on the delinquent behaviors exhibited by students, with the purpose of identifying key personality factors that contributed to such behaviors. By understanding these relationships, the study sought to provide a solid foundation for developing effective intervention programs tailored to the specific needs of students. Ultimately, the objective was to assist educators, school counselors, and administrators in designing strategies that not only addressed delinquency but also promoted positive personality development and healthier behavioral outcomes among students, thereby fostering a safer and more supportive school environment.

II. RESEARCH METHODOLOGY

Research Design

This study used a descriptive-correlational research design to systematically describe students' personality traits and delinquent behaviors while examining the relationships between them. The descriptive aspect provided a detailed portrayal of the prevailing personality characteristics and types of delinquent behaviors, while the correlational aspect analyzed how these traits are related to different delinquent behaviors, identifying patterns and predicting tendencies. This design was appropriate because it allowed the researchers to observe natural variations without manipulation, providing a basis for developing targeted intervention programs (Creswell, 2014).

Research Setting

The study was conducted at Initao National Comprehensive High School, located in the Municipality of Initao, Misamis Oriental. This institution was classified as a mega school because it offered both Junior and Senior High School programs. The research specifically focused on Senior High School students as respondents. Participants were randomly

selected from various academic tracks, including TVL: EIM (Technical-Vocational-Livelihood: Electrical Installation and Maintenance), HUMSS (Humanities and Social Sciences), GAS (General Academic Strand), and STEM (Science, Technology, Engineering, and Mathematics).

Research Respondents

The study's respondents consisted of 100 Grade 12 students from Initao National Comprehensive High School for the A.Y. 2024-2025, selected from various academic tracks—TVL: EIM, HUMSS, GAS, and STEM—to ensure diverse representation. A random sampling technique was used, assigning numbers to all eligible students and selecting participants via a random number generator, giving each student an equal chance of inclusion and minimizing selection bias. Only actively enrolled Grade 12 students who provided consent, along with parental or guardian approval when necessary, were included. The sample size of 100 was deemed sufficient to meaningfully analyze the relationship between personality traits and delinquent behaviors across different academic tracks.

Research Instrument

The primary instrument for this study was a structured questionnaire designed to measure students' personality traits and delinquent behaviors. The first part assessed personality traits using the Five-Factor Model—Extraversion, Neuroticism, Openness to Experience, Agreeableness, and Conscientiousness—through statements rated on a 5-point Likert scale from "Strongly Agree" to "Strongly Disagree." The second part focused on delinquent behaviors, including truancy, vandalism, bullying, theft, substance use, and disrespect for authority, with respondents indicating the frequency of each behavior on a 5-point Likert scale from "Never" to "Always." The questionnaire underwent expert validation for content accuracy and a pilot test to ensure clarity and reliability, with adjustments made as needed. Overall, it provided a systematic and quantitative method for examining the relationship between personality traits and delinquent behaviors, supporting the development of targeted intervention programs.

Data Gathering Procedure

The data-gathering procedure began with the submission of a formal letter of permission to the Schools Division Superintendent of Misamis Oriental to request approval for conducting the study at Initao National Comprehensive High School among Grade 12

students. After obtaining division-level approval, a letter was sent to the school principal, along with the approved request, to secure school consent. With the principal’s approval, the researcher coordinated with academic coordinators and class advisers to schedule data collection. The study’s purpose was explained to the respondents, and informed consent was obtained. Validated questionnaires were personally distributed, with the researcher present to provide guidance and ensure proper completion. Completed questionnaires were then collected, checked for completeness, and organized for analysis.

Ethical Considerations

Ethical considerations in this study ensured the protection of participants’ rights and the integrity of the research. Following Creswell and Creswell (2018), the study adhered to ethical practices such as obtaining informed consent, maintaining confidentiality, avoiding deception, and respecting participants’ autonomy. Respondents were fully informed about the study’s purpose, participation was voluntary, and their identities

and responses were kept confidential, with no personal identifiers collected. Data were used solely for academic purposes, and the study received validation and approval from the Schools Division Superintendent and the school administration to uphold ethical standards.

Data Analysis

The study employed several statistical tools to analyze the data. The arithmetic mean was used to determine the average scores of students on indicators of personality traits and delinquent behaviors, providing insight into the most and least prevalent traits or behaviors. Standard deviation measured the variability of responses around the mean, indicating the level of consistency or diversity in students’ personality characteristics and delinquent behavior patterns. The Pearson Product-Moment Correlation Coefficient was applied to examine the strength and direction of the relationship between personality traits and delinquent behaviors, identifying significant positive or negative correlations to inform targeted intervention programs.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1.1 The Prevailing Personality Traits of Students in Terms of Extraversion

Indicators	SD	Mean
I easily warm up to new people.	0.726	3.220
I prefer spending time alone rather than with others.	0.749	3.350
I am always active and energetic.	0.662	3.170
I can persuade others to join my ideas or plans.	0.700	3.110
I enjoy quiet and calm environments.	0.728	2.990
I am assertive and like to take the lead.	0.716	3.100
I tend to hold back from sharing my opinions.	0.698	3.130
I enjoy being involved in group activities.	0.711	3.250
I prefer to let events unfold naturally without rushing.	0.665	3.120
Grand Mean	3.160 Average	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.1 shows that students’ level of Extraversion had an average mean of 3.160, interpreted as Average, indicating a moderate tendency to engage socially and assert themselves while also valuing personal space. Individual item analysis revealed mixed tendencies: item 2, “I prefer spending time alone rather than with others,” had the highest mean (3.350), and item 5, “I enjoy quiet and calm environments,” had the lowest mean (2.990), both reflecting introverted traits. Conversely, items like “I enjoy being involved in group activities” (3.250) and “I easily warm up to new people” (3.220) showed some extraverted behaviors. Overall,

students exhibited a blend of extraversion and introversion, suggesting that their social engagement may vary depending on environmental and peer influences.

These findings align with studies by Martinez et al. (2021), which indicate that moderate extraversion supports adaptability and participation but can also increase susceptibility to peer influence and risk-taking, highlighting the need for interventions that balance sociability with personal reflection.

Table 1.2 The Prevailing Personality Traits of Students in Terms of Neuroticism

Indicators	SD	Mean
I often feel sad or down.	0.709	3.280
I stay calm even when things get tough.	0.578	3.240
I get stressed out easily.	0.581	3.190
I sometimes feel overwhelmed by my emotions.	0.600	3.230
I can stay composed in stressful situations.	0.614	3.200
I worry about making mistakes.	0.638	3.230
I can keep my cool when others get upset.	0.596	3.250
I sometimes do things I later regret.	0.643	3.380
Grand Mean	3.250 Average	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High

Table 1.2 shows that students’ Neuroticism had an average mean of 3.250, interpreted as Average, indicating a moderate level of emotional instability. This suggests that students occasionally experience stress, sadness, or worry but are generally able to maintain composure, reflecting a typical adolescent balance between emotional sensitivity and emerging coping skills. Among individual indicators, the highest mean was for item 8, “I sometimes do things I later regret” (3.380), highlighting impulsivity, while the lowest was for item 3, “I get stressed out easily” (3.190), still reflecting average stress susceptibility. Other items

showed both emotional reactivity, such as “I often feel sad or down” (3.280), and emotional regulation, like “I stay calm even when things get tough” (3.240). Research has shown that neuroticism in adolescents is linked to greater negative affect and emotional vulnerability, suggesting that higher levels of this trait may increase stress sensitivity if not properly managed (Oropesa Ruiz et al., 2022; Čavar Mišković et al., 2025). These findings underscore the importance of school-based interventions that foster resilience, stress management, and emotional literacy to support students’ psychological well-being.

Table 1.3 The Prevailing Personality Traits of Students in Terms of Openness to Experience

Indicators	SD	Mean
I have a vivid imagination.	0.589	3.310
I enjoy reading challenging or thought-provoking materials.	0.632	3.450
I am curious about many different topics.	0.575	3.400
I try to understand my own thoughts and feelings.	0.687	3.360
I like to think about abstract or theoretical ideas.	0.658	3.260
I appreciate art and creative expressions.	0.662	3.260
I prefer to stick with familiar routines and habits.	0.569	3.390
I tend to favor traditional ideas over new ones.	0.555	3.420
Grand Mean	3.356 Average	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.3 shows that students’ Openness to Experience had an average mean of 3.356, interpreted as Average, indicating a moderate level of creativity, intellectual curiosity, and receptiveness to new ideas. Students displayed a balanced approach, being imaginative and explorative while also valuing structure and familiarity. Among individual indicators, item 2, “I enjoy reading challenging or thought-provoking materials” (3.450), reflected high intellectual curiosity, while items such as “I tend to favor traditional ideas over new ones” (3.420) and “I prefer to stick with familiar routines and habits” (3.390) highlighted a preference for tradition and predictability.

Other items, like engagement with abstract thinking and creative expressions, scored moderately (3.260), suggesting selective openness.

These findings align with research showing that openness to experience positively contributes to adolescent creativity and psychological engagement, particularly when supported by intrinsic motivation and conducive learning environments (Bennett, Moreau, & Matthews, 2025; Oropesa Ruiz et al., 2022). This suggests that fostering openness alongside supportive contexts may enhance behavioral flexibility and holistic development in students.

Table 1.4 The Prevailing Personality Traits of Students in Terms of Agreeableness

Indicators	SD	Mean
I tend to be suspicious of others' motives.	0.606	3.460
I trust people easily.	0.560	3.450
I often disagree or argue with others.	0.555	3.370
I value cooperation more than competition.	0.512	3.450
I am generally easy to get along with.	0.574	3.410
I think highly of myself.	0.516	3.480
I care about the feelings and well-being of others.	0.517	3.560
I sometimes pressure others to do things my way.	0.496	3.450
Grand Mean	3.454 High	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.4 shows that students’ Agreeableness had an average mean of 3.454, interpreted as High, indicating that students generally exhibited trust, compassion, and a preference for harmonious relationships. This suggests a tendency toward cooperation, empathy, and consideration, which may positively influence social adjustment and reduce delinquent behaviors. Among individual indicators, the highest mean was for item 7, “I care about the feelings and well-being of others” (3.560), reflecting strong empathy, followed by item 6,

“I think highly of myself” (3.480), indicating balanced self-esteem. Other items also scored high (3.450–3.460), highlighting cooperative and mildly assertive behaviors, while item 3, “I often disagree or argue with others” (3.370), showed occasional conflict. These findings align with research showing that individual characteristics such as agreeableness and prosocial values serve as protective factors that reduce the likelihood of antisocial or delinquent behavior in youth (Gubbels, Assink, & van der Put, 2024).

Table 1.5 The Prevailing Personality Traits of Students in Terms of Conscientiousness

Indicators	SD	Mean
I complete tasks successfully and on time.	0.518	3.560
I often make plans at the last minute.	0.500	3.460
I strive to excel in everything I do.	0.495	3.480
I sometimes forget to put things where they belong.	0.503	3.570
I tend to postpone making important decisions.	0.496	3.370
I work hard to achieve my goals.	0.488	3.560
I am responsible with my personal obligations.	0.470	3.610
I don't always consider the consequences of my actions.	0.470	3.670
Grand Mean	3.535 High	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 1.5 shows that students’ Conscientiousness had an overall average mean of 3.535, interpreted as High, indicating a strong tendency toward responsibility, organization, and goal-orientation.

3.560) highlighted consistent task completion, goal-setting, and dedication, though slightly lower scores in items 5 and 2 indicated occasional lapses in decision-making and planning.

This suggests that students generally manage academic tasks efficiently, fulfill obligations reliably, and exhibit discipline and perseverance. Among individual indicators, item 8, “I don’t always consider the consequences of my actions” (3.670), despite being negatively worded, may reflect self-awareness of occasional impulsivity, while item 7, “I am responsible with my personal obligations” (3.610), reinforced their commitment to responsibility. Other items (3.480–

These findings align with research showing that higher conscientiousness is linked with better academic engagement and performance among adolescents (Odermatt et al., 2024; Ma et al., 2025). These studies confirm that conscientious students tend to be more organized, disciplined, and goal-oriented, which supports academic productivity and behavioral regulation in school settings.

Table 1.6 Summary of the Prevailing Personality Traits of Students

Components	Mean	Interpretation
Extraversion	3.160	Average
Neuroticism	3.250	Average
Openness to Experience	3.356	Average
Agreeableness	3.454	High
Conscientiousness	3.535	High
Grand Mean	3.351	Average

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 1.6 summarizes students’ overall personality traits across the Big Five domains, showing an average mean of 3.351, interpreted as Average, indicating moderate personality development with balanced adaptability, emotional regulation, and social functioning. Among the individual traits, Conscientiousness scored highest at 3.535 (High), reflecting responsibility, discipline, and goal orientation, followed by Agreeableness at 3.454 (High), indicating cooperative and empathetic behavior. Openness to Experience (3.356) and Neuroticism

(3.250) were rated Average, showing moderate creativity and occasional emotional instability, while Extraversion scored lowest at 3.160 (Average), suggesting moderate sociability. These findings align with research showing that conscientiousness and agreeableness are positively associated with academic performance and well-being in students (Boonyapison et al., 2025; Rodrigues et al., 2024), confirming that strong conscientious and agreeable traits support better academic and social outcomes.

Table 2.1 Common Types and Frequency of Delinquent Behaviors Exhibited by Students in Terms of Truancy

Indicators	SD	Mean
I have skipped classes without permission.	0.627	3.130
I have arrived late to school without a valid reason.	0.639	3.460
I have left school grounds during class hours without authorization.	0.736	3.240
I have missed school days without informing my parents or school authorities.	0.668	3.220
I have intentionally avoided attending school-related activities.	0.668	3.120
Grand Mean	3.234	Average

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 2.1 shows that students’ Truancy had an overall average mean of 3.234, interpreted as Average, indicating moderate engagement in truant behaviors. While not highly prevalent, the results highlighted a concern for educators, parents, and school administrators to monitor and address. Among individual indicators, the highest mean was for “I have arrived late to school without a valid reason” (3.460, High), showing that tardiness was the most common form of truancy. Other behaviors—skipping classes

without permission (3.130), leaving school grounds during class hours (3.240), missing school days without informing class authorities (3.220), and avoiding school activities (3.120)—fell within the Average range, reflecting moderate occurrence. These findings align with research showing that unexcused absences and school attendance problems are significantly associated with lower academic achievement and early indicators of disengagement that can contribute to future dropout risk (Klein et al., 2023; Moldero et al., 2024).

Table 2.2 Common Types and Frequency of Delinquent Behaviors Exhibited by Students in Terms of Vandalism

Indicators	SD	Mean
Holds back from expressing my opinions.	0.705	3.060
Enjoys being part of a group.	0.758	3.160
Let things proceed at their own pace.	0.669	3.350
I have tampered with school equipment or facilities causing harm.	0.763	3.280
I have encouraged others to damage school property.	0.616	3.000
Grand Mean	3.170	Average

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 2.2 shows that students' Vandalism had an overall average mean of 3.170, interpreted as Average, indicating moderate engagement in vandalistic behaviors. While not highly prevalent, these acts were present in the school environment and could escalate without proactive monitoring and behavioral interventions. Among individual indicators, the highest mean was for "Let things proceed at their own pace" (3.350), reflecting a possible passive attitude toward rules, followed by "I have tampered with school equipment or facilities causing harm" (3.280), indicating direct involvement in vandalism. The lowest

mean was for "I have encouraged others to damage school property" (3.000), suggesting students were less likely to influence peers to commit vandalism. These results align with recent research showing that peer group dynamics and conformity significantly influence students' rule-breaking and delinquent behaviors, as peers can both encourage misconduct and shape adolescents' responses to school norms, suggesting the importance of fostering positive peer environments to reduce acts like vandalism and other school misconduct (Rahmasari et al., 2025; Bandzeladze & Arutiunov, 2020).

Table 2.3 Common Types and Frequency of Delinquent Behaviors Exhibited by Students in Terms of Bullying or Aggression

Indicators	SD	Mean
I have teased or made fun of classmates to hurt their feelings.	0.930	3.120
I have physically pushed, hit, or shoved another student.	0.902	3.080
I have spread rumors or talked badly about other students.	0.969	2.960
I have excluded certain classmates from group activities intentionally.	0.800	3.800
I have threatened or intimidated other students to get my way.	0.707	3.600
Grand Mean	3.312 Average	

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High", 4.21 – 5.00 "Very High"

Table 2.3 shows that students' Bullying or Aggression had an overall average mean of 3.312, interpreted as Average, indicating moderate engagement in aggressive behaviors. Although not highly frequent, the mean approaching the High category signals a need for school interventions. Among individual indicators, the highest mean was for "I have excluded certain classmates from group activities intentionally" (3.800), highlighting social exclusion as the most common form of bullying, followed by "I have threatened or intimidated other students to get my way" (3.600), reflecting significant

coercive behavior. Physical aggression (pushing or hitting, 3.080) and verbal teasing (3.120) occurred moderately, while spreading rumors (2.960) was least common. These findings align with research showing that school bullying—particularly relational forms like exclusion and intimidation—is significantly associated with peer dynamics and emotional stress among students, underscoring the importance of proactive anti-bullying policies and inclusive practices in educational settings (Liu & Guo, 2024; Al-Ketbi et al., 2024).

Table 2.4 Common Types and Frequency of Delinquent Behaviors Exhibited by Students in Terms of Theft or Dishonesty

Indicators	SD	Mean
I have taken something that does not belong to me without asking.	0.803	3.430
I have lied to teachers or school authorities about my behavior.	0.791	3.120
I have cheated on exams or assignments.	0.825	3.170
I have hidden or stolen money or personal items from classmates.	0.691	3.390
I have copied someone else's work and submitted it as my own.	0.721	3.020
Grand Mean	3.226 Average	

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High", 4.21 – 5.00 "Very High"

Table 2.4 shows that students' Theft or Dishonesty had an overall average mean of 3.226, interpreted as Average, indicating moderate engagement in dishonest behaviors, including petty theft and academic

dishonesty. The highest mean was for "I have taken something that does not belong to me without asking" (3.430), suggesting petty theft as the most common behavior, followed by "I have hidden or stolen money

or personal items from classmates” (3.390). Academic dishonesty was also noted, with cheating on exams (3.170) and copying work (3.020), while lying to teachers or authorities (3.120) occurred less frequently. These findings align with research showing that students’ academic dishonesty is significantly

influenced by peer pressure and school norms, with peers’ behaviours and perceived practices contributing to misconduct, highlighting the need for strengthened values education and consistent monitoring to prevent escalation (Kimanzi, Muiuru, & Thinguri, 2023; Stoesz, Quesnel, & De Jaeger, 2023).

Table 2.5 Common Types and Frequency of Delinquent Behaviors Exhibited by Students in Terms of Substance Use or Possession

Indicators	SD	Mean
I have used tobacco, alcohol, or illegal drugs on or near school premises.	0.720	2.960
I have brought cigarettes, alcohol, or other substances to school.	0.735	3.400
I have been under the influence of substances during school hours.	0.804	3.290
I have encouraged others to use or bring substances to school.	0.735	3.400
I have avoided school activities due to substance use or hangovers.	0.930	3.120
Grand Mean	3.234 Average	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.5 shows that students’ Substance Use or Possession had an overall average mean of 3.234, interpreted as Average, indicating moderate engagement in substance-related behaviors. The highest means were reported for “I have brought cigarettes, alcohol, or other substances to school” and “I have encouraged others to use or bring substances to school” (both 3.400), highlighting peer influence and accessibility. Being under the influence during school hours (3.290) also affected participation, while avoiding school activities

due to substance use (3.120) and using substances on or near school premises (2.960) occurred less frequently but were still notable. These findings align with research showing that adolescents’ substance use is significantly associated with peer and school-related influences, including peers’ own substance use behaviors and the presence of school or mental difficulties, highlighting the need to reinforce prevention programs that address social and emotional risk factors (Cole et al., 2024; Chau & Chau, 2024).

Table 2.6 Common Types and Frequency of Delinquent Behaviors Exhibited by Students in Terms of Disrespect for Authority

Indicators	SD	Mean
I have talked back or argued with teachers or school staff.	0.676	3.230
I have refused to follow school rules or instructions from authority figures.	0.678	3.000
I have been openly defiant during class or school activities.	0.714	3.100
I have used inappropriate language towards teachers or staff.	0.663	3.400
I have deliberately ignored school policies to challenge authority.	0.758	3.160
Grand Mean	3.226 Average	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.6 shows that students’ Disrespect for Authority had an overall average mean of 3.226, interpreted as Average, indicating moderate occurrences of defiance toward teachers and school staff. The highest mean was for “I have used inappropriate language towards teachers or staff” (3.400), reflecting relatively frequent verbal disrespect, followed by “I have talked back or argued with teachers or school staff” (3.230) and “I have deliberately ignored school policies to challenge authority” (3.160). Lower yet notable frequencies were observed in “I have been openly defiant during class or

school activities” (3.100) and “I have refused to follow school rules or instructions” (3.000), highlighting challenges in compliance and classroom management. These findings align with research indicating that restorative practices and positive behavioral supports in schools contribute to reduced student misconduct, stronger respect for authority, and more constructive teacher-student relationships by addressing underlying causes of misbehavior and promoting social-emotional skills (Alonso-Rodríguez et al., 2025; Moran et al., 2024).

Table 2.7 Summary of the Common Types and Frequency of Delinquent Behaviors Exhibited by Students

Components	Mean	Interpretation
Truancy	3.234	Average
Vandalism	3.170	Average
Bullying or Aggression	3.312	Average
Theft or Dishonesty	3.226	Average
Substance Use or Possession	3.234	Average
Grand Mean	3.226	Average

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High”, 4.21 – 5.00 “Very High”

Table 2.7 summarizes the overall delinquent behaviors of students, showing an average mean of 3.226, interpreted as Average, indicating moderate engagement in various forms of misconduct. Among the behaviors, Bullying or Aggression was most frequent (3.312), followed by Truancy and Substance Use or Possession (both 3.234). Theft or Dishonesty also occurred at a moderate level (3.226), while Disrespect for Authority (3.178) and Vandalism (3.170) were slightly lower but still within the Average range. These results suggest that

students exhibited multiple forms of delinquency at similar moderate levels, signaling the need for proactive interventions. These findings align with research demonstrating that higher school connectedness is linked to reduced adolescent bullying and associated risk behaviors and that supportive school environments can buffer negative outcomes, as evidenced by studies showing protective effects of school connectedness on student well-being and externalizing problems (Diggs et al., 2025; Owusu et al., 2022).

Table 3 Test of Significant Relationship Between Personality Traits and Delinquent Behavior of Students

Test Variables	Correlation Coefficient	P value	Decision
Personality Traits and Delinquent Behavior	-0.030	0.766	retain the Ho

Note: If $p \leq 0.05$, with a significant relationship

Table 3 presents the analysis of the relationship between personality traits and delinquent behavior of students, showing a correlation coefficient of -0.030 and a p-value of 0.766.

These results led to the retention of the null hypothesis (Ho), indicating no significant relationship between personality traits and delinquent behaviors.

In other words, the students’ personality profiles did not predict or influence the type or frequency of their misconduct, suggesting that other factors—such as environmental, social, or familial influences—may play a more substantial role.

These findings are consistent with research showing that peer and environmental influences interact with personality traits to predict adolescent delinquent behavior (Ugwu et al., 2024; Fagan et al., 2025), underscoring that factors beyond individual personality alone—such as childhood adversity, peer influence, and familial risk—play significant roles in shaping delinquency and should be considered when designing comprehensive interventions.

IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

Prevailing Personality Traits of Students. Data showed that students generally exhibited average levels of personality traits, with an overall average mean of 3.351. Among the traits, Conscientiousness was the most dominant (mean = 3.535), followed by Agreeableness (3.454), Openness to Experience (3.356), Neuroticism (3.250), and Extraversion (3.160). This indicates that students tend to be moderately conscientious and agreeable, while other traits such as openness and emotional stability (low neuroticism) were also at average levels.

Common Types and Frequency of Delinquent Behaviors Exhibited by Students. Students exhibited an overall average frequency of delinquent behaviors with an average mean of 3.226. Bullying or aggression was the most frequently observed behavior (mean = 3.312), followed by Substance use or possession and Truancy (both 3.234), Theft or dishonesty (3.226), Disrespect for authority (3.178), and Vandalism (3.170). These results suggest that while delinquent behaviors were present,

they were generally exhibited at an average level across all categories.

Relationship Between Personality Traits and Delinquent Behavior. Data revealed a very weak negative correlation (-0.030) between personality traits and delinquent behaviors, with a p-value of 0.766, which is greater than the significance level of 0.05. Therefore, the null hypothesis was retained, indicating that there was no statistically significant relationship between students' personality traits and their delinquent behaviors in this study.

Conclusions

Based on the findings, it was concluded that students generally exhibited average levels of personality traits, with Conscientiousness and Agreeableness being the most prominent. Despite the presence of various delinquent behaviors, such as bullying, substance use, and truancy, these behaviors were also observed at an average frequency. Importantly, the study found no significant relationship between personality traits and delinquent behaviors, suggesting that personality characteristics alone may not be strong predictors of delinquent actions among students in this context. This implies that other factors beyond personality traits might play a more critical role in influencing student delinquency.

Recommendations

School Counselors should develop comprehensive intervention programs that focus not only on personality traits but also on environmental, social, and emotional factors contributing to delinquent behaviors. These programs may include group counseling, peer mentoring, and behavioral monitoring strategies to better support at-risk students.

Students should be engaged in values formation activities, leadership training, and behavior-modification workshops that encourage self-awareness, emotional regulation, and responsible decision-making to reduce involvement in delinquent actions and promote personal growth.

Parents and Guardians are encouraged to actively participate in school-based parenting seminars and family counseling sessions to strengthen their understanding of adolescent development and improve home-school collaboration in guiding their children's behavior.

Educational Psychologists and Researchers should explore other mediating variables such as peer influence, family dynamics, or school climate in future studies to deepen understanding of the root causes of student delinquency and improve psychological assessments in school settings.

Policy Makers and Education Planners are advised to consider implementing inclusive behavioral programs and support systems that are not solely personality-based but are responsive to broader social-emotional learning needs, ensuring policies are evidence-based and contextually relevant.

Community and Social Workers should design community outreach programs and youth engagement activities that align with school initiatives, aiming to provide consistent behavioral support in both school and community environments to mitigate delinquent behavior holistically.

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