




Hina Munir¹, Aleeza Qureshi² & Mahwish Muhammad Ali³

¹Assistant Professor, Department of Education, The Women University Multan, Pakistan

²M.Phil. Scholar, Department of Education, The Women University Multan, Pakistan

³PhD Scholar, Department of Education, The Women University Multan, Pakistan

KEYWORDS	ABSTRACT
Classroom Participation, Personality Development, Higher Level, Students	The objective of current research was to examine the correlation between classroom participation and personality development of students in higher education. The population of the study included all social sciences students from 2-universities (Bahauddin Zakariya University & Women University) in Multan district. Two universities were selected from Multan district, only faculty of social sciences was selected, 25 students were selected from each department so total samples of study were 300 students. The questionnaire was designed by using 5-point Likert scale. Data was entered on SPSS sheet after completion of the data collection. Data was analyzed by using diverse statistical techniques, means, SD, correlation, regression, ANOVA and t-test. In data analysis, it was found that participants see classroom participation as enhancing effective management with peers, reflecting prime viewpoint and impact of strong communication skills helps peers on engaging with classmates. Students should participate in workshops or seminars that focus on personal growth including communication skills, emotional intelligence and self-awareness.
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Corresponding Author	Hina Munir
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INTRODUCTION

The classroom participation and personality development have become increasingly important in higher education (Rohi & Muslim, 2023). When we talk about classroom participation, we mean active involvement of students in class discussions, group activities, and other learning experiences (Wiggins, Eddy, Wener, Freisem, Theobald & Crowe, 2017). Personality development on contrary, is related to obtaining positive values and attributes that lead to success and personal growth and development. Thus, participation of classroom and personality development is crucial for academic

success and personal growth (Sharma, 2021). The students who participated are likely to be more attentive, interested, and motivated learning thus promoting improved academic values. In student engagement, classroom participation undertakes vital role, as it allows student to partake more and more in education and interact with their colleagues and mentors (Xu, Chen & Chen, 2020). The personality development is a complicated and difficult procedure. It comprises of attaining positive qualities and positive values leading to personal growth and success (Sharma, 2021). Moreover, by developing these attributes requires a range of experiences, include full participation in classroom (Kahu & Nelson, 2018). The learning environment plays a significant role in nurturing the students' behaviors and personalities.

In addition, various studies have explored and defined the link between classroom engagement and the personality development (Moreira, Inman, Cloninger & Cloninger, 2021). However, only a few researchers arrived at conclusion that there is a positive relationship between the two. Therefore, to illustrate, a study by Kahu and Nelson (2018) find out that students who took part actively in class discussions explains higher levels of dutifulness and emotional stability. Gorgun, Yildirim and Epp (2022) discovered that those students who are involved more in online discussions demonstrated more crucial critical thinking skills and attained improved academically. On contrary, Baker and Moyer (2019) found that adult students are more likely to take part in class discussions compared to younger students, but the younger students' exhibit higher level of the diligence. Moreover, these discoveries indicate that demographic variables can influence the connection between classroom participation and personality development. The style of teaching, demographic variables, cultural background, learning environment can affect classroom participation & personality development. Valiente, Swanson, DeLay, Fraser and Parker (2020) found that students who actively participated in class discussions displayed higher levels of emotional stability when they felt supported by their peers and instructors.

Objectives & Hypotheses

1. To find out the correlation between classroom participation and personality development of higher-level students.
2. To examine the influence of classroom participation upon the personality development of students at higher levels.
3. To determine relationship between classroom participation and personality development about demographic variable.
4. There is no correlation between classroom participation and personality development of students at a higher level.
5. The classroom participation does not have significant impact on the students' personality development at a higher level.
6. There is no relationship between classroom participation and the personality development concerning demographic variable.

LITERATURE REVIEW

Inside the realm of education, more complicated relations that occur between active engagement in classroom and development of one's personality undertake the crucial role in modeling holistic

growth and maturity of pupil (Anjum, 2020). Also, classroom participation comprises an extensive range of behaviors, which include active involvement in through questioning pursuing information, dynamic discussions, and more passive roles like insightful observation and listening attentively. In addition, its dynamic and different nature illustrates the phenomena under the consideration, as it functions as the means through which the students take part with their educational surroundings (Dewaele & MacIntyre, 2019). Besides, this association has a complicated and multidimensional nature that serves as the revolutionary environments where the students develop their academic competencies and their interpersonal capabilities, communication ability, and ability to negotiate the complicated landscape of the cooperative learning (Engelbrecht, Llinares & Borba, 2020). In opposition, the personality development integrates the complicated and composite dimensions of emotional intelligence of an individual, thinking capacities, and social ability, thereby suggested as inclusive construct.

Moreover, this narrative involves a complicated examination of personal growth and development that explains and discloses the all-over crucial period of higher education. Moreover, procedure of transformation is the continuous and dynamic experience that is affected by various internal and external features (Harjanto & Sumarni, 2021). This procedure considerably shapes sense of self of an individual and involvement with the surrounding of the environment. In addition to this, to have a broader understanding of this complicated phenomenon, it is more important to understand the nuances that inhibit both the individual characteristics formation and engagement in educational setting. Moreover, the study of the complex relationship between these aspects serves as the most vital basis for the development of a more comprehensive understanding of their great impact on the educational experience (Mandasari & Wahyudin, 2021). Moreover, this chapter will discover the complex and difficult connections amid these two domains, investigative their points of divergence as well as convergence in shaping the thorough and overall development of the students within the educational environment.

Personality Traits & Classroom Engagement

The existence of the comprehensive personality features among students has undertaken vital role in accounting for the variability seen in classroom partaking. However, personality features contain wide range of aspects, like openness, introversion, extroversion, conscientiousness, and more aspects (Vattøy, 2020). Classroom participation reflects the extent to which students engage with course material, peers, and instructors actively (Han, Geng & Wang, 2021). individuals with extroverted aspects, measured by their friendly and outgoing personality, have tendency of greater inclination toward active participation & involvement in classroom settings. The research suggests that active participation correlates positively with academic success, critical thinking skills, and retention of knowledge. This kind of individuals have a tendency for thriving in the social associations, actively taking part in conversations and deriving satisfaction from collaborative features vital in learning (Demir, 2020).

On the contrary, those students who have introverted inclinations may have liking for more passive modes of partaking, as taking part in attentive listening or creating written comments. Moreover, personality features like conscientiousness that are associated to qualities like goal-directedness

and organization, tend to endorse regular and enthusiastic partaking in education endeavors inside classroom setting (Putarek & Pavlin, 2019). The participation fosters collaboration, communication, and interpersonal skills, essential for success in professional and personal domains. However, it is essential to recognize that combination of the individual characteristics exist in every educational background, subsequently improving the depth and breadth of various perspectives and modes of communication. Hence, the educators need to be aware of these divergences in personality aspects to provide an all-inclusive and promoting educational setting that raises involvement of each and every student, regardless of their distinctive personality leanings (Cataude, Carta, Mascia, Masala, Agus & Penna, 2021).

Instructor's Impact on Participation

The impact of educators on the involvement of the student in the classroom is a vital component of the educational environment. The effect of educators on the active participation of the students and learning values is momentous since it is designed by their communication approaches, instructional tactics, and management techniques of classroom (Kennedy & Pek, 2023). Moreover, the educators who provide a promotion and inclusive atmosphere in classroom tend to provoke improved student engagement and involvement (Li, 2019). Higher education often serves as a crucial period for the consolidation and refinement of personality traits, influenced by the academic experiences, social interactions, and personal challenges (Rohi & Muslim, 2023). In addition, they have the dynamic function in creating the atmosphere for the comprehensive conversation and courteous exchange, developing an environment where students feel more comfortable by sharing their point of views, thus finding the clarifications, justifications along with enunciating their viewpoints without the fear of being evaluated.

The educators who determine a high level of desire for the content they teach and honest devotion to education progress of their student frequently elude like interest from their pupils. Accordingly, this phenomenon promotes a feeling of enclosure and motivates students to take part in the class debates as well as other activities with more interest (Hoi, 2021). On the other hand, educators who are viewed as lacking interest, being unapproachable, or dismissing students' contributions may unintentionally hinder active engagement in the classroom. The likelihood of student engagement decreases when they see their contributions as undervalued or when they expect adverse reaction (Rohi & Muslim, 2023). Hence, acknowledging significant influence of instructor in determining the dynamics of participation within classroom highlights significance of educational approaches that foster inclusion, motivation and favorable situation for active involvement (Thompson, Aizawa, Curle & Rose, 2019).

Role of Self-Efficacy in Classroom Participation

The self-efficacy, cornerstone of social cognitive theory, significantly affects students' participation in class activities. Self-efficacy is belief in one's ability to carry out particular tasks or accomplish particular goals successfully (Xu & Qi, 2019). In world of education, it has been found that students with higher levels of self-efficacy have stronger propensity to actively engage in various classroom activities. People have a sense of self-assurance and conviction in their skills, which motivates them to take a proactive approach to learning. These students are more likely to ask questions, express

their opinions, and actively participate in discussions, all of which are examples of active learning behaviors (Han et al., 2021). This is a result of their steadfast faith in their capacity to improve the educational process. Students with low levels of self-efficacy, on other hand, could show reluctance to engage in class activities because they are afraid of failing or lack confidence. As a result, this led to minimal interaction or outright avoidance (Zumbrunn et al., 2019). Thus, understanding the importance of self-efficacy is essential to understanding dynamics of classroom participation since it affects students' propensity to actively participate in education discourse by sharing their ideas. Exploring correlation between classroom participation and personality development of students in higher education.

RESEARCH METHODOLOGY

This study was correlation in its nature and it was conducted for analysis of relationship between classroom participation and personality development of students in higher education. The study's target group included all the social sciences students from two universities (Bahauddin Zakariya University and The Women University) in Multan district. For the sample of study two universities (Bahauddin Zakariya University & Women University) were selected from Multan district. From these aforementioned universities only faculty of social sciences was selected and 25 students were selected from each department so total sample of study were 300 students. As study was correlation in its nature so questionnaire consisted of two parts. One section comprised 15 questions targeted at understanding students' classroom participation. The other part consisted of 11 questions exploring the topic of personality development of students. This approach allowed the researcher to collect particular information about these two separate variables and analyze potential links between them. In this linking, the present study questionnaire is designed by taking inspiration from Rohi and Muslims (2023) case study. This study's questionnaire underwent modifications as per context and is designed to investigate the correlation between classroom participation and the personality development of students.

Researcher with the help of experts makes the questionnaire simple and in detail. It was finalized after making adjustment according to feedback from the experts. The questionnaire was divided into two parts. To check questionnaire's reliability, it was provided to 20 university level students for the purpose of suggestion to improve the instrument. After gathering data from pilot research, reliability of the instrument was determined by entering all data. The questionnaire contains 26 items and was designed with the help of supervisor to ensure the integrity of research and ensure the systematic procedures. The researcher sought assistance from a panel of experts in identifying the questionnaire's errors and strengths to improve the tool to make sure the reliability and validity of the research survey questionnaire for the study. The tool's statements were refined by experts in terms of language, format, and organization, and were also placed in the logical sequence. After conferring with experts, researcher came up with a list of 26 short student-friendly statements that characterize research tool. Data was analyzed by using different statistical techniques i.e., means standard deviation, correlation coefficient and regression analysis, SPSS was used. The questionnaire was designed by using 5-point Likert scale that is strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1).

RESULTS OF STUDY

Table 1 Perceptions of Classroom Participation & Personality Development

	N	MIN	MAX	Mean	SD	Skewness	Kurtosis
Classroom Participation	300	34.00	73.00	51.7533	8.70931	.223 .141	-.697 .281
Personality Development	300	22.00	51.00	40.5267	6.22724	-.848 .141	.314 .281

The classroom participation and personality development scores for 300 people are comparatively favorable and negatively biased. The classroom participation has a higher mean (51.75) and more variability, whereas personality development has lower mean (40.53) and a little more pronounced peak shape. These findings provide central tendency, variability, skewness, and kurtosis, offering insights into distributional characteristics of data. Result reveals that average score for classroom participation is higher than that for the personality development, with greater range of scores for classroom engagement.

Table 2 T-Test About the Classroom Participation of Students Based on Universities

	Institute	N	Mean	SD	SEM	T	SIG	MD
Classroom Participation	WUM	150	51.1867	7.44950	.60825	-1.127	.260	-1.13333
	BZU	150	52.3200	9.80160	.80030			

There is no statistically significant difference in the classroom participation scores at WUM (mean=51.19, SD=7.45) and BZU (mean=52.32, SD=9.80). in this connection, the BZU students had more fluctuation in scores than the WUM students, although there is no significant difference in average scores in results.

Table 3 T-Test About the Classroom Participation of Students Based on Gender

	Gender	N	Mean	SD	SEM	t	SIG	MD
Classroom Participation	Female	211	53.6209	9.11348	.62740			
	Male	89	47.3258	5.59784	.59337	6.049	.000	6.29501

There was a substantial difference amid genders in classroom involvement scores. Females (Mean=53.62, SD=9.11) outperformed males (Mean=47.33, SD=5.60) with a t-value of 6.049 and p-value of .000. The mean difference of 6.30 suggests a significant gender discrepancy in scores. Females' scores varied very widely. data suggest that larger difference among male and female scores in classroom participation with females scoring higher compared to males, as gender affect classroom participation performance.

Table 4 T-Test About the Classroom Participation (Residential Area)

	RA	N	Mean	SD	SEM	t	Sig	MD
Classroom Participation	Urban	202	50.5396	8.27518	.58224			
	Rural	98	54.2551	9.08416	.91764	-3.531	.000	-3.71550

Classroom participation scores differed significantly based on residency. Rural participants (Mean =54.26, SD=9.08) scored higher than urban participants (Mean=50.54, SD=8.28) with a t-value of -3.531 and p-value of .000. This suggests notable gap in scores, indicating the influence of residency on participation outcomes. There is statistically a significant variation in classroom participation scores amid urban and rural residents with rural population having greater score in comparison to urban residents.

Table 5 T-Test About Classroom Participation of Students (Age)

	Age	N	Mean	SD	SEM	t	Sig	MD
Classroom	20-25	185	51.8324	9.62724	.70781	.199	.842	.20635
Participation	26-30	115	51.6261	7.02310	.65491			

The comparison of classroom engagement scores between age groups 20-25 and 26-30 revealed no statistically significant difference. The mean scores were comparable (20-25: 51.83, SD=9.63; 26-30: 51.63, SD=7.02), with a t-value of 0.842 and a p-value of 0.206. This means that there is no significant age-related variance in the participation scores. The "Classroom Participation" program revealed no statistically significant difference in mean scores between participants aged 20-25 and 26-30.

Table 6 ANOVA Test About the Subjects

Subject	Sum of Squares	(df)	Mean Square	(F)	(Sig.)
Between Groups	82.359	37	2.226	1.668	.012
Within Groups	349.587	262	1.334		
Total	431.947	299			

ANOVA revealed significant differences between groups (p=0.012). The between-groups variance was 82.359, while the within-groups variance was 349.587, for a total variance of 431.947. The F-statistic of 1.668 indicates that the difference in the dependent variable between groups is not attributable towards chance alone, necessitating additional research into relevant causes. In this connection, the ANOVA findings show that the subject variable has a statistically significant effect on mean values.

Table 7 ANOVA Test About Current Class

Current class	SS	df	MS	F	SIG.
Between Groups	53.460	37	1.445	1.839	.003
Within Groups	205.820	262	.786		
Total	259.280	299			

ANOVA revealed significant differences amid groups (p = 0.003) based on "current class" variable. The total variation was 259.280, with 53.460 amid groups and 205.820 within groups. The F-statistic (1.839) shows disparities across groups, but research is needed to identify the precise causes causal to these differences. Results for current class variable show statistically significant differences in group means.

Table 8 ANOVA Test About Semester

Semester	SS	df	MS	F	SIG.
Between Groups	193.315	37	5.225	5.329	.000
Within Groups	256.882	262	.980		
Total	450.197	299			

ANOVA on the "Semester" variable showed substantial variance throughout groups ($p < 0.001$). The total variance was 450.197, including 193.315 variance across groups and 256.882 variance within groups. Mean squares were 5.225 and 0.980 amid and within groups, respectively. The F-statistic (5.329) shows significant differences between groups. The ANOVA test for the "Semester" variable reveals a significant variation in the means of the groups, implying that these variations are not due to random chance.

Table 9 T-Test about Personality Development of Students Based on Universities

	Institute	N	Mean	SD	(SEM	t	SIG	MD
Personality	WUM	150	40.6600	5.41788	.44237	.370	.711	.26667
Development	BZU	150	40.3933	6.95903	.56820			

A comparison of personality development ratings from Institute WUM and Institute BZU revealed no statistically significant differences in averages ($p = 0.711$). This shows that the institute selected may not have a substantial impact on personality development ratings in population. As a result, this suggests that there is no substantial difference in effectiveness of the two programs in terms of personality development.

Table 10 T-Test About the Personality Development of Students Based on Gender

	Gender	N	Mean	SD	SEM	t	Sig.	MD
Personality	Female	211	41.3365	6.47894	.44603	3.534	.000	2.72975
Development	Male	89	38.6067	5.12706	.54347			

The research compared personality development ratings for two gender groups (male and female). The first group performed better (mean=41.34, SD=6.48) than second group (mean=38.61, SD=5.13), with a t-value of 3.534 and a p-value of 0.000. This considerable difference shows that gender may be a factor in explaining variances in personality growth scores. Personality development program showed a significant mean difference amid females and males, show that girls have a higher mean value than males.

Table 11 T-Test About Personality Development of Students Based on Residential Area

	Area	N	Mean	SD	SEM	t	Sig.	MD
Personality	Urban	202	39.8713	6.30117	.44335	-2.643	.009	-2.00626
Development	Rural	98	41.8776	5.87545	.59351			

Personality development scores varied significantly across urban (mean=39.87, SD=6.30) and rural residential regions (mean=41.88, SD=5.88) ($t = -2.643, p = 0.009$). Urban showed lower average scores (-2.01), indicating a link between residential area and personality development. The PD program

had a significant mean difference amid urban and rural participants, with urban residents scoring lower on average.

Table 12 T-test about the personality development of students based on age

	Age	N	Mean	SD	SEM	t	SIG.	MD
Personality	20-25	185	40.1784	6.83943	.50284	-1.230	.220	-.90858
Development	26-30	115	41.0870	5.06894	.47268			

Personality development scores were not significantly different between age groups 20-25 and 26-30 ($t=-1.230, p=0.220$). Mean scores were 40.18 (SD=6.84) for 20-25 and 41.09 (SD=5.07) for 26-30, indicating that age did not significantly influence personality development scores population. PD program showed no statistically significant difference in mean scores amid participants aged 20-25 and 26-30.

Table 13 ANOVA Test about Subjects

Subject	Sum of Squares	df	Mean Square	F	SIG.
Between Groups	64.514	28	2.304	1.985	.003
Within Groups	314.483	271	1.160		
Total	378.997	299			

ANOVA on presented data revealed significant differences between groups ($p = 0.003$). The total variance was 378.997, with a difference of 64.514 between groups and 314.483 within groups. The mean squares between and within groups were 2.304 and 1.160, respectively. F-statistic (1.985) shows large group differences. ANOVA test for "subject" variable reveals statistically significant variance in means of groups.

Table 14 ANOVA Test about Current Class

Current class	Sum of Squares	df	Mean Square	F	SIG.
Between Groups	58.603	28	2.093	2.826	.000
Within Groups	200.677	271	.741		
Total	259.280	299			

ANOVA on current class showed significant differences across groups ($p < 0.001$), total variation was 259.280, with 58.603 between groups and 200.677 within groups. The mean squares between and within groups were 2.093 and 0.741, respectively. F-statistic (2.826) indicates considerable group variances. The ANOVA test for current class variable indicates statistically significant variance in means of the groups.

Table 15 ANOVA Test about the semester

Semester	Sum of Squares	df	Mean Square	F	SIG.
Between Groups	93.293	28	3.332	2.530	.000
Within Groups	356.904	271	1.317		
Total	450.197	299			

ANOVA on semester showed significant differences across groups ($p < 0.001$). Total variation was 450.197, with between-groups variance of 93.293, within-groups variance of 356.904. The mean

squares amid and within groups were 3.332 and 1.317, respectively. F-statistic (2.530) shows group variances. ANOVA test for "Semester" variable reveals statistically a significant difference in means of the groups.

Table 16 Correlation Analysis

		[1]	[2]
Classroom Participation [1]	Pearson Correlation	1	.562**
	Sig. (2-tailed)		.000
	N	300	300
Personality Development [2]	Pearson Correlation	.562**	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

Classroom participation and personality development are significantly correlated ($r=0.562$, $p < 0.01$, 2-tailed), indicating a moderate to strong positive association. This suggests that as classroom participation increases, so personality development. This robust relationship underscores need to analyze them together, stressing influence of classroom engagement on personal growth. Classroom participation positively correlates with personality development suggesting that engaged students show greater personal growth.

Table 17 Regression Analysis

Model	R	R2	AD-R2	SEE	Change Statistics				
					R2 Change	FChange	df1	df2	Sig. FC
1	.562a	.316	.314	5.15774	.316	137.858	1	298	.000

a. Predictors: (Constant), Classroom participation

The regression analysis model that uses classroom engagement as a predictor account for roughly 31.6% of the variance in personality development (R -square= 0.316 , modified R -square= 0.314). The estimate has standard error of 5.15774. Classroom involvement considerably improves model, with an R -square change of 0.316 and a significant F -change of 137.858 ($p < 0.001$). This shows that classroom involvement significantly predicts personality development, and model has a high level of explanatory power. regression analysis reveals significant link between classroom participation and personality development, signifying that classroom participation is a prominent predictor of personality development.

DISCUSSION

The study's objective was to examine correlation between classroom participation and personality development of higher-level students. To find out impact of classroom participation on the student's personality development at higher levels. To determine correlation amid classroom participation and personality development of students at higher levels concerning their demographic variable. One of results from present study shows that discussing things in class helps them join in actively. Teacher acts can motivate them to participate in class activities. Suitable teaching methods help clarify concepts in class. Comparably, it is believed classroom participation is greatly influenced

by gender differences. Teachers should implement such strategies that ensure equal participation by male and female students. Neill et al. (2019) verified that in comparison to female pupils, male pupils related more in class in some settings. They suggested improved teacher training programs and providing equitable teaching plans to refine learning environment by promoting equitable participation in classroom.

Another result from present study reveals that positive classroom environment encourages active participation. Humor and fun activities contribute to mental relaxation in class. On the other hand, Aziz et al. (2018) investigated gender-based classroom participation factors in secondary school students. In this linking, the study demonstrated that the students indicate the substantial level of classroom participation. Boys, external and internal, interacted more than girls in the class. Another result from the present study reveals that active classroom participation boots self- esteem of the students. The personality development program shows a statistically significant mean difference between males and females, as per the results indicated by the t-test. A significant mean difference was indicated as per the t-test outcomes between the urban and rural participants of personality development program. Comparably, Rafiq et al. (2023) reveals that active classroom participation enhances students' metacognition and the higher-order thinking (Aziz & Kazi 2019). On the other hand (Kennedy, 2023) reveals that the active classroom engagement impacts students' educational required experiences.

CONCLUSION

Descriptive statistics provide insights on classroom participation and personality development. The final results demonstrate that the average score for classroom participation is significantly higher than that for personality development, with larger variety in scores for classroom engagement. The t-test results suggest that there is no statistically significant change in mean classroom participation values between The Women's University and Bahauddin Zakariya University. T-test results show an important disparity amid male and female participants' scores in classroom participation, with females scoring higher on average than males. The t-test table indicated that mean score between participants aged 20-25 to 26-30 has no statistically significant difference in regards to classroom participation program. There is a significant difference in class participation of students belonging to urban and rural backgrounds. The rural population shows a higher mean value than the urban population. Findings it is showed that subject variable does have a significant effect on mean values statistically. The current class shows significant variation in group means statistically, as per results of ANOVA test.

The "Semester" variable in the ANOVA test shows a statistically significant difference in the means of groups. Between The Women's University and Bahauddin Zakariya University, t-test indicates a difference between personality development programs. Thus, showing that there is no substantial difference in regards of two programs for the personality development. No statistically significant difference was shown in the mean scores of the individuals aging from 20-25 and 26-30 regards to the personality development. Between the group means a statistically significant difference was shown in "subject" variable by the ANOVA test. A statistically significant difference was shown by

the “current class” variable as per the ANOVA test. The “semester” variable as per the ANOVA test shows a significant difference in the means of the groups. In this linking, correlation study reveals a strong positive relationship between the classroom involvement and personality development. The regression analysis indicates that the classroom participation is the significant vital predictor of personality development.

Recommendation

The workshops or seminars should be organized which focus on personal development, including communication skills, emotional intelligence, and self-awareness. Guest speakers or experts should be invited to share insights on personal growth & development. Students should be recognized and appreciate who actively participate in class discussions/ activities. Students should be encouraged with different personalities and backgrounds to participate, ensuring diverse range of perspectives in the discussions.

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