" Educational Dynamics: The Effects of Personality and Mindfulness on Student Misbehavior, Teacher Aggression, And Peer Bullying "

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Abstract:
Design/Methodology: This study examines the complex relationships between student misbehaviour, teacher aggression, peer bullying, teacher personality, and mindfulness in the context of Indian education using a quantitative research methodology. Data was collected from n = 250 teachers and was analysed using smart PLS 4.
Purpose: In the setting of Indian schools, this study attempts to investigate the links between peer bullying, teacher aggression, and student misbehaviour. The study also looks at how teacher personality factors affect these dynamics, emphasizing how important individual teacher attributes are in determining how aggressive and bullying behaviours escalate.
Findings: Peer bullying, teacher aggression, and student misbehaviour were found to be significantly positively correlated, suggesting the interdependence of these phenomena in educational settings. Additionally, the research highlights the significance of individual differences among educators by revealing the influence of teacher personality qualities on these interactions. The study also highlights the moderating effects of mindfulness on the links among peer bullying, teacher aggression, and student misbehaviour, with a significant negative moderation impact noted.
Originality: By providing insights into the complex interactions between student misbehavior, teacher aggression, peer bullying, teacher personality, and mindfulness within the specific context of Indian schools this study enhances the knowledge of current literature. By examining how mediating-moderating role of teacher personality and mindfulness, the research provides a nuanced understanding of factors influencing behavior management and interpersonal dynamics in educational settings.

Keywords: Student Misbehavior, Teacher Aggression, Peer Bullying, Teacher's Personality, Mindfulness

Introduction

Teachers often experience frustration and provocation due to student misbehavior, which challenges their authority and integrity while impeding their teaching efforts (Wettstein et al., 2021; Hall, 2022). Anger results from repetitive provocation and frustration which may lead to aggressive responses (Morley et al., 2019, Yang, 2022) prompting individuals to incline toward approaching perceived sources of anger (Karkhane et al., 2022). It is a common feeling among teachers that Compared to students who were in classrooms 10 to 15 years ago, the student's teachers deal with today are showing less respect for their teachers, focusing more on themselves, and causing more problems in school (Menikdiwela,2020). Teachers who are highly concerned about student misbehavior tend to employ more aggressive classroom management techniques (Karkhane et al., 2022). But what are the consequences of these strategies? Peer Bullying has been cited as a common outcome of poor student-teacher relationships (Berkowitz and Winstok, 2022).

The existing literature on student misbehavior, teacher aggression, and peer bullying in educational settings often examines these phenomena in isolation or focuses on their direct relationships. However, there is a need to explore the dynamics among these variables, as well as the potential moderating roles of personality traits and mindfulness practices. While some studies have investigated the link between student misbehavior and teacher aggression (Alvarez, 2007; Boxer et al., 2003), and others have explored the connection between peer bullying and teacher aggression (Twemlow et al., 2006; Yoon, 2004), none have examined the intricate relationships among all three variables simultaneously. Additionally, the influence of individual differences, such as personality traits (e.g., Big Five) and mindfulness practices, on these relationships remains relatively unexplored (Jennings & Greenberg, 2009; Roeser et al., 2012; Schonert-Reichl et al., 2016). Addressing this research gap by adopting a comprehensive approach that considers the interplay among student misbehavior, teacher aggression, peer bullying, and the potential moderating roles of personality and mindfulness could provide valuable insights for developing effective interventions and fostering positive learning environments.

LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

We have substantiated our theoretical argument using the I³ theory. According to this theory, aggression is driven by activation, incitation and restraint (Denson, DeWall, and Finkel, 2012). Activation refers to the social context and it

includes those situations that trigger aggression such as provocation. Incitation involves factors operating at a situational or personal level including trait aggressiveness which may heighten aggression. Activation and Incitation together create a more powerful force towards aggressive behavior. The third process, restraint, considers contextual or individual factors such as trait self-control that determine whether an aggressive impulse can be suppressed. Using this model, we suggest that the probability of teacher aggression depends on whether the motivating factors (teacher personality) and instigators (student misbehaviour) are stronger than the inhibitory factors (mindfulness).

Student Misbehavior and Teacher Aggression
Student aggression has been linked to "emotional stress", "professional withdrawal", "dissatisfaction", and "exhaustion" among teachers (Chang and Taxer, 2021). These stressors have also been found to have negative impacts on individuals' emotions and overall health (MacIntyre et al., 2019). However, the exact conditions that cause mental and physical stress reactions in teachers due to classroom disruptions are yet to be understood (Wettstein et al., 2020).
Teachers who lack the necessary skills or training to manage classroom disruptions may react inappropriately, which can lead to elevated stress levels. This brings up the question of whether there is a causal connection between classroom disruptions and teachers' stress reactions.
Hence, we hypothesize that the presence and frequency of disruptive student behavior in classrooms are positively correlated with increased teacher aggression. As disruptive behavior intensifies, teachers may resort to more aggressive communication strategies, leading to negative results for both self and students.
H1: Student misbehavior has a direct positive relationship with teacher aggression.

Student Misbehavior, Personality Type, and Teacher Aggression
Most of disruptive classroom behaviors are initiated by the students (Wettstein et.al., 2021). However, it is pertinent to note that teaching is a mutual social occurrence, and teachers can also generate classroom disturbance by their responses in the class (Helmke, 2009; Lewis et. al., 2017). Teachers who are under high stress respond unfavorably to undesirable student behavior, which usually perpetuates the situation (Wettstein et al., 2010). In the I³ model of aggression, for example, "human aggression follows a moderating pathway: instigating triggers, impelling forces, and inhibiting forces spontaneously align towards aggression" (Montuoro & Mainhard, 2017). Instigating triggers are the situational-social factors that lead people to aggress; impelling forces constitute a kind of dispositional factor, such as trait aggression, that determines how a person reacts to an instigating trigger. The instigating triggers, in addition to impelling forces, cumulatively determine the overall urge to aggress. This also implies that not everyone will react similarly to the same trigger; personality and socio-environmental factors play much into this relationship (Yang et al., 2014). Based on this theory, we can hypothesize that the personality type of teachers will act as a mediator between triggers and their responses. Teachers with specific personality traits may not react aggressively to the same trigger.
H2: Teacher Personality type mediates the relationship between student misbehavior and teacher aggression.

Student Misbehavior, Mindfulness, and Personality Type
Mindfulness has been widely recognized as a predictor of positive results by reducing the effect of strenuous situations. In other words, people who practice mindfulness tend to handle stressors more effectively, resulting in fewer negative psychological and physiological consequences (e.g., Shokri, 2020; Lombas, 2019; Singh et al., 2021; Suárez et al., 2020). Nonreactive individuals, who possess a greater capacity for mindfulness, are better able to accept stressors as natural parts of life without getting excessively entangled in them (Wang et al., 2023).
By being more present and composed, mindful teachers can handle challenging situations calmly and effectively, reducing potential conflicts and disruptions in the classroom. Mindfulness can help teachers manage their emotional reactions, preventing negative emotions from affecting their interactions with students (Matiz et al., 2020). Mindfulness practices have been shown to positively impact various aspects of individuals' personality and well-being (Tubbs et al., 2018) which may extend to educational settings. Indeed, studying the effects of mindfulness on student misbehavior and teacher-personality is worth exploring.
H3: Mindfulness will moderate the relationship between student misbehavior and teacher personality type by positively shaping teacher personality type in response to misbehavior.

Student Misbehavior, Mindfulness, and Teacher Aggression
Research suggests that while mindfulness-based mediations have been successful in reducing hostility, mindful educators were happier, felt more self-efficacy, were more successful in managing the classroom and developed the skills to empower their students (Kim et al., 2022). Zolkoski and Lewis-Chiu (2019) as a way to primarily incite correct adherence of the norms and rules in the school proposed to implement mindfulness activities. In a study on the effects of happy classroom programs, Lombas et al. (2019) showed that mindfulness leads to better psychological health, a more supportive learning environment, and less bullying in schools.
Given the information, one can conclude that mindful teachers might experience lower levels of aggression in comparison with non-mindful ones. The argument behind this deduction is that mindfulness helps teachers to control their emotions

and reactions better. Hence, during stressful classroom situations, they may be less likely to display impulsive or aggressive behavior.

H4: Mindfulness negatively moderates the positive relationship between student misbehavior and teacher aggression.

Teacher Aggression, Peer Bullying

In literature from many cultures, teacher aggression is well-known as "didactogeny; a faulty form of education" and is detrimental to the "teacher-student relationship" (Montuoro & Lewis, 2017). Instead of helping students, these teaching methods actually harm them (Duisenbayev et al., 2022). Scholarly literature has emphasized the connection between peer bullying and student-teacher exchange (Krause and Smith, 2022; Longobardi et al. 2021). It is crucial to comprehend how teacher aggression affects this connection and the effects it can have on it, including peer bullying.

Despite the fact that the conflict theory of the "teacher-student relationship" and peer bullying has been confirmed by previous research (Berkowitz and Winstok, 2022; Longobardi et al., 2021), there has not been any study in the context of teacher aggression as a precursor to Peer bullying thereby, providing the possibility of creating intervention programs for classroom management. Hence, we hypothesize that

H5: Teacher aggression has a significant positive relationship with peer bullying.

Methodology
Research Design

Data was collected from various schools in Dehradun, India. Eligible respondents included full time teachers with minimum one year of working experience. Snowball technique was used for data collection. A total of (n=250) responses were used.

Table 1. Demographic information

		%
Gender	Female	55.20
	Male	44.80
Age	18-24	14.00
	25-32	27.20
	33-38	32.80
	39-54	21.20
	55 and above	4.80
Educational Qualification	Intermediate	13.60
	Graduate	38.00
	Post Graduate	48.40
Experience	<5 yrs	11.20
	5-10 yrs	52.80
	>10 yrs	16.00

Measures

Scales Used	Sample Items	Source	Validity & reliability
Student Misbehaviour Provocation scale	• Student misbehaviour makes me feel frustrated • Student misbehaviour makes me feel upset	Montuoro and Mainhard (2017)	a = .89
Teacher Aggression	• I speak sarcastically to students when they misbehave • I look aggressively at students when they misbehave	Montuoro and Mainhard (2017)	a = .86
Mindfulness Questionnaire	• I am able to feel my emotions and not necessarily deal with them • I assess my thoughts if they are good or bad	Baer et al., (2006)	a =.91
Personality Traits Questionnaire	• I can find enough energy to face my difficulties • When something really makes me furious, I find I calm down again quiet quickly	Cattell and Mead (2008)	a=0.75
Peer Bullying	• punched another person • Tried to get somebody in trouble with their friends	Betts et al. (2015)	a = .90

Analysis and Result
Reliability and Validity

The reliability and validity were thoroughly assessed using established criteria. Factor loadings for all items exceeded the minimum threshold of 0.50. Reliability measures, including Cronbach's alpha, rho_a, and composite reliability, were consistently above the recommended threshold of 0.70, indicating strong internal consistency (Wasko and Faraj, 2005; Sarstedt et al., 2017; Henseler et al., 2016). Convergent validity was confirmed as the Average Variance Extracted (AVE) surpassed 0.50 for all constructs. Discriminant validity was established through comparisons of latent variable correlations with the square root of AVE and the Heterotrait-Monotrait ratio of correlations (HTMT), all of which were below the conservative threshold of 0.85 (Fornell and Larcker, 1981; Henseler et al., 2015).

Table 1. Reliability and Validity

Constructs	Measurement Code	FL	α	CR	AVE
Student Misbehaviour	SM 1	72			
	SM 2	81			
	SM 3	69	0.86	0.84	0.67
	SM 4	74			
	SM 5	68			
	SM 6	75			
Teacher's Aggression	TA 1	76			
	TA 2	81			
	TA 3	86			
	TA 4	88			
	TA 5	76	0.91	0.88	0.71
	TA 6	76			
	TA 7	69			
	TA 8	81			
	TA 9	83			
	TA 10	88			
Mindfulness	MF 1	71			
	MF 2	74			
	MF 3	71			
	MF 4	69			
	MF 5	68			
	MF 6	73			
	MF 7	70			
	MF 8	71			
	MF 9	80			
	MF 10	82	0.76	0.78	0.63
	MF 11	76			
	MF 12	74			
	MF 13	71			
	MF 14	69			
	MF 15	68			
	MF 16	74			
	MF 17	71			
	MF 18	69			
	MF 19	68			
	MF 20	73			

	MF 21	70			
	MF 22	81			
	MF 23	86			
	MF 24	70			
	MF 25	71			
	MF 26	80			
	MF 27	82			
	MF 28	76			
	MF 29	74			
	MF 30	71			
	MF 31	69			
	MF 32	68			
	MF 33	74			
	MF 34	71			
	MF 35	69			
	MF 36	68			
	MF 37	86			
	MF 38	70			
	MF 39	71			
Peer Bullying	PB 1	80			
	PB 2	82			
	PB 3	76			
	PB 4	74			
	PB 5	71			
	PB 6	70			
	PB 7	75			
	PB 8	77			
	PB 9	78	**0.93**	**0.89**	**0.74**
	PB 10	82			
	PB 11	86			
	PB 12	71			
	PB 13	88			
	PB 14	86			
	PB 15	82			
	PB 16	76			
	PB 17	72			
Teacher's Personality Type	TPT 1	81			
	TPT 2	70			
	TPT 3	73			
	TPT 4	80			
	TPT 5	82	**0.84**	**0.81**	**0.69**
	TPT 6	76			
	TPT 7	74			
	TPT 8	71			
	TPT 9	70			
	TPT 10	75			

TPT 11	77			
TPT 12	78			
TPT 13	82			
TPT 14	86			
TPT 15	68			
TPT 16	74			

Note(s): AVE: Average variance extracted, CR: Composite reliability, SM: Student Misbehaviour, TA: Teacher's Aggression, MF: Mindfulness, PB: Peer Bullying, TPT: Teacher's Personality Type, α: Cronbach alpha

Table 2. Discriminant Validity through Fornell and Larcker Criteria and Inter Construct Correlation

	Mean	SD	SM	TA	TPT	PB	MF
SM	4.2	1.1	**0.92**				
TA	4.3	1.19	0.69***	**0.83**			
TPT	7.6	0.91	0.68***	0.63***	**0.90**		
PB	2.1	1.28	0.81***	0.47***	0.72***	**0.89**	
MF	3.8	1.48	0.76***	0.61***	0.56***	0.75***	**0.73**

Note(s): SM: Student Misbehaviour, TA: Teacher's Aggression, MF: Mindfulness, PB: Peer Bullying, TPT: Teacher's Personality Type, SE: Standard Error, ***$p < 0.001$, **$p<0.01$, *$p<0.05$

Table 3. Discriminant Validity through HTMT

	TPT	TA	PB	MF	TPT
SM	-				
TA	0.377	-			
PB	0.357	0.331	-		
MF	0.317	0.279	0.248	-	
TPT	0.361	0.373	0.287	0.322	-

Note(s): SM: Student Misbehaviour, TA: Teacher's Aggression, MF: Mindfulness, PB: Peer Bullying, TPT: Teacher's Personality Type, ***$p < 0.001$, **$p<0.01$, *$p<0.05$

Common Method Bias (CMB)
Harman's single factor analysis was conducted to assess CMB and results suggest minimal contamination of our results by CMB (calculated value: 39%).
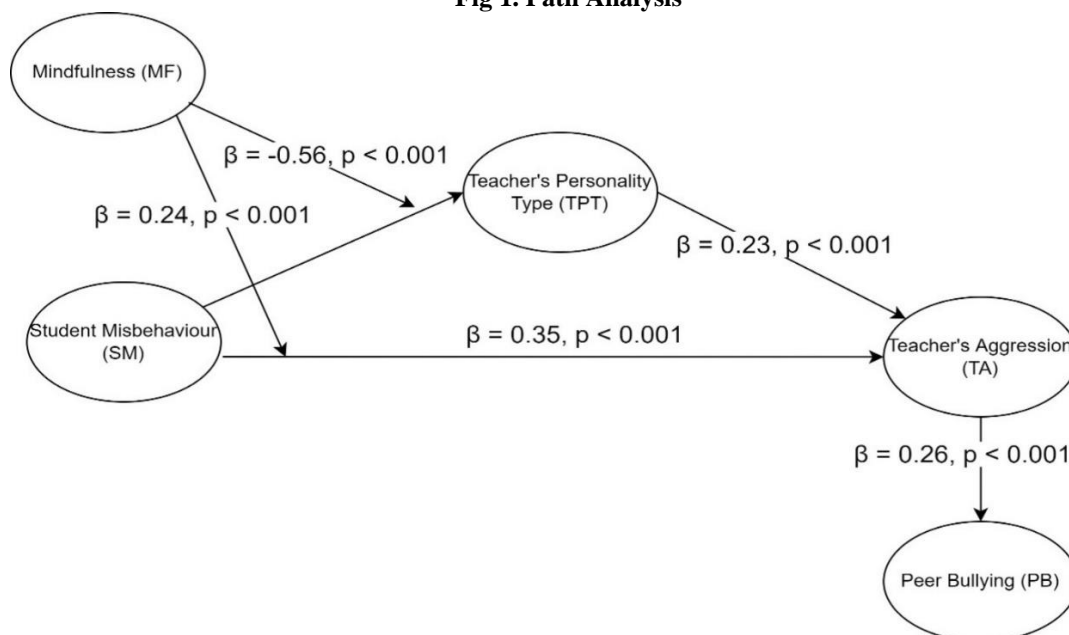
Hypothesis testing results- Path Analysis
Our study employed path analysis (See Table 4.) to investigate the relationships dependent, independent, mediating and moderating variables examined in the study. Table 4 indicates the β-value and p-value and whether the hypothesis is supported or not. The results support the hypothesis. Fig. 1 depicts flow diagram of the path analysis.
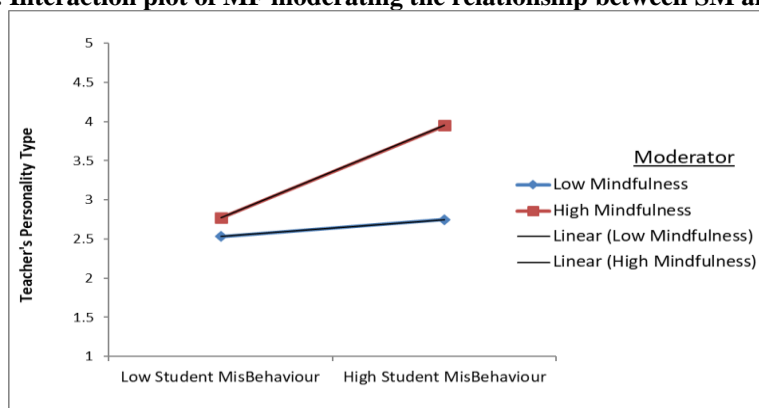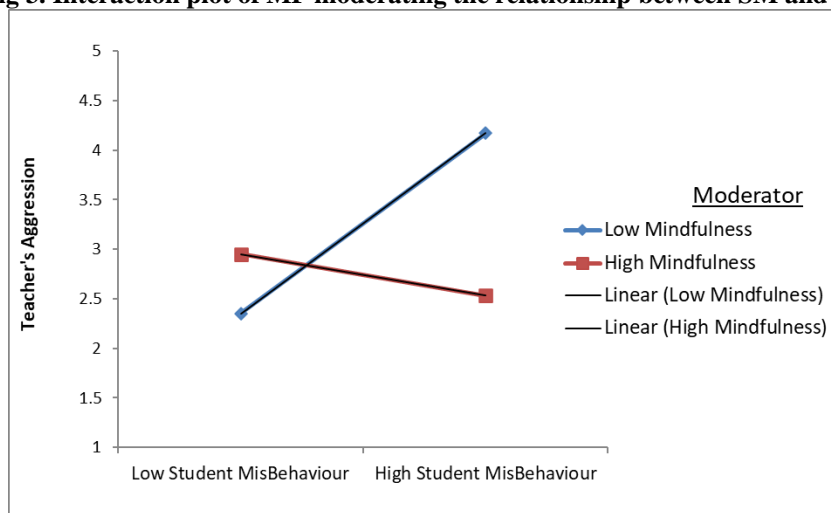
Table 4. Path Analysis

Hypotheses	Path	β-value	p-value	Supported	Remark
H1	SM → TA	0.35	0.000	YES	Positive
H2	SM → TPT → TA	0.23	0.0013	YES	Partial Mediation
H3	SM*MF → TPT	0.24	0.04	YES	Strengthen
H4	SM*MF → TA	-0.56	0.014	YES	Weakening
H5	TA → PB	0.26	0.000	YES	Positive

Note(s): SM: Student Misbehaviour, TA: Teacher's Aggression, MF: Mindfulness, PB: Peer Bullying, TPT: Teacher's Personality Type, ***$p < 0.001$, **$p<0.01$, *$p<0.05$

Fig 1. Path Analysis

Source: Authors own work

Fig 2. Interaction plot of MF moderating the relationship between SM and TPT

Source: Generated through statistical package by James Gaskin

Fig 3. Interaction plot of MF moderating the relationship between SM and TA

Source: Generated through statistical package by James Gaskin

Discussion

The study carefully examined the relationship between five important variables, integral not only to the effectiveness of an educational environment but also foundational to shaping the course of students' lives: Student misbehavior, teacher aggression, peer bullying, teacher personality, and mindfulness. This research holds significance due to the novel exploration of the interconnectedness of these variables, a perspective not previously examined. The findings bear particular importance for educators since punitive measures and aggression emerge as prevalent disciplinary approaches in response to classroom misbehavior or disruptions (Karkhane et al., 2022). However, our study reveals a critical insight: these methods can inadvertently contribute to more significant issues, such as peer bullying.

The observed positive relationship between student misbehavior and teacher aggression (**H1**) suggests that as instances of student misbehavior increase, teachers are more inclined to respond with aggressive behavior. This could manifest as a heightened use of strict disciplinary measures, raised voices, or even silent treatment. When teachers encounter persistent misbehavior, they might experience heightened stress and frustration due to the challenges of maintaining control and delivering effective instruction. In response to these negative emotions, teachers might unknowingly resort to aggressive behavior in an effort to reclaim control and bring about order. This correlation between student misbehavior and teacher aggression points to a potential cycle where one behavior triggers the other, resulting in a less conducive learning atmosphere. This result was supported by Orejudo et al., (2020) revealing that teacher aggression is preceded by student misbehaviour.

The identification of the teacher's personality as a mediator in this relationship (**H2**) introduces a crucial layer of complexity. It highlights the diversity of responses that teachers exhibit when faced with misbehavior. Individual personality traits can significantly influence how teachers perceive and react to disruptions in the classroom. For instance, teachers who get affected by feelings easily are observed to be prone to immediate aggressive reactions when confronted with student misbehavior. On the other hand, a teacher characterized by emotional stability is found to address misbehavior with a measured and non-aggressive approach supported by Chang and Taxer (2020). It is also observed that teachers who score high on conscientiousness address misbehavior non-aggressively as opposed to teacher low on conscientiousness. The reason for this could be that conscientiousness people are often meticulous, organized, and focused on maintaining order and structure as well as societal norms. When faced with student misbehavior, their conscientious nature might lead them to respond in a more controlled and measured manner rather than react aggressively. Assertive teachers who are emotionally less stable are also observed to be more prone to aggressive responses. Apprehensive trait of the personality is also found to be positively related with aggression. Conservative teachers were found to respond with aggression more compared to experimenting teachers.

It was observed that Mindfulness creates self-awareness which helps teacher to comprehend and modify their behavioral responses to student's misbehaviour (**H3**). This finding is consistent with the study by Haliwa et al. (2021), affirming that mindfulness consistently exhibits an inverse correlation with neuroticism. Neuroticism, characterized by heightened emotional reactivity and frequent experiences of negative emotions, is thereby suggested to be mitigated through the practice of mindfulness. This study found that mindfulness moderates the Student Misbehavior and Teacher Aggression relationship negatively (**H4**) supported by findings revealing that mindfulness-based programs for teachers resulted in reduced stress levels, increased job satisfaction, enhanced emotional well-being and decreased aggression towards students (Roeser et al. 2020).

Mindfulness encourages individuals to become more self- aware. By being attuned to own feelings, individuals can intervene before their emotions escalate into aggressive actions responding to student misbehavior with empathy and understanding (Hirshberg et al., 2020) and improves classroom management skills (Molloy et al., 2019). Mindfulness practices help individuals develop greater control over their emotional responses. Through techniques like deep breathing, meditation, and grounding exercises, individuals can learn to pause before reacting impulsively to triggers. Mindfulness provides a space between stimulus and response, allowing individuals to choose a non-reactive and less aggressive course of action (Zhang et al., 2023).

It was observed that teacher aggression in response to student misbehavior leads to increased peer bullying (**H5**), supported by (Valeria et al., 2022; Wendy et al., 2015) who found that teachers' use of aggressive behavior was associated with an increase in aggression among students. The reason for this could be that the teacher serves as a model for the students, as they continuously observe the interactions and connections between the teacher and their classmates. Recognizing that the teacher's role in the classroom goes beyond just teaching and extends to supporting students' emotional development, it's logical to suggest that students might absorb the teacher's attitudes and actions towards certain students, as also supported by previous researches which indicated that classrooms characterized by negative and hostile teacher-student interactions were more susceptible to peer bullying incidents (Zioni-Koren et al., 2022).

Research Implications

Contributing to the I³ theory (Instigation-Impellance-Inhibition) by providing empirical insights into the interplay of these processes in the specific context of teacher aggression, student misbehavior, and peer bullying within educational settings. The study delves into the instigation process by examining factors that trigger aggressive responses among teachers, particularly focusing on student misbehavior as a potential instigating factor. It explores teacher personality as impellance

that may intensify or mitigate the inclination to act aggressively. In addressing teacher aggression and its relationship with student misbehavior, the research investigated mindfulness, as inhibitory factor. The findings provide practical implications for interventions and strategies that may influence the dynamics of instigation, impellance, and inhibition, contributing to the broader understanding of aggression within the framework of the I³ theory.

Introducing Training modules that emphasize on effective communication, empathy, emotional regulation, conflict resolution skills and the cultivation of a positive classroom environment into teacher professional development programs can aid teachers in navigating challenging situations more adeptly. Equipping teachers with a better understanding of their own personality traits enabling them to recognize potential triggers for aggressive responses and develop strategies to mitigate such reactions, along with the implementation of zero tolerance policies for aggression and the introduction of no-scolding days, can contribute to the establishment of a culture that discourages aggressive behavior. Schools can incorporate mindfulness practices into daily routines, offering students and teachers tools to manage stress, enhance emotional regulation, and reduce aggressive behavior.

Limitations and Future Studies

Although the data point to a relationship, correlation does not imply causation, and it is possible that other unmeasured factors are impacting the correlations that are seen. Furthermore, the study may have overlooked other subtle features that could have an impact by concentrating on particular personality traits that were easier to measure. The study focuses on the Education sector in the Indian subcontinent, which may limit the generalizability of the findings to other cultures. Future research could explore these relationships further by incorporating a broader range of personality traits and considering additional contextual factors that might influence teacher behavior. Mixed-method approach could provide insights into how these relationships evolve over time and how interventions aimed at altering teacher responses impact classroom dynamics. Other factors such as school environment, parental interference, teacher-student relationship and socioeconomic status could be studied in future researches.

Conclusion

In conclusion, this research underscores the crucial importance of addressing teacher aggression, student misbehavior, and peer bullying within educational settings. The findings highlight mindfulness as a potent tool, offering teachers support in managing emotions, fostering empathetic responses, and cultivating positive classroom environments that mitigate instances of peer bullying. Recognizing the link between student misbehavior and teacher aggression emphasizes the need for comprehensive interventions. Addressing misbehavior should extend beyond focusing solely on student conduct; it should also encompass equipping teachers with effective tools to manage their responses. The mediation role of teacher personality in this relationship suggests that interventions promoting emotional regulation, conflict resolution skills, and understanding their own personalities can be invaluable. Such interventions empower teachers to maintain a balanced and constructive approach to classroom discipline. In essence, this study clarifies the nuances of the relationships between teachers and students and provides educators and policymakers with practical advice on how to improve the awareness of educators and students within educational settings.

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