

**PERSONALITY TRAITS AND ACADEMIC ACHIEVEMENT IN STUDENTS**



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**BY**

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## PERSONALITY TRAITS AND ACADEMIC ACHIEVEMENT IN STUDENTS

## Declaration

I, Bisma Tanvir, hereby certify that this thesis is my own work and it has never been submitted by any of the university before. This work is compiled under the supervision of Ms. Raumish Masud Khan (Assistant Professor) at the Department of Applied Psychology, Kinnaird College for Women Lahore, Pakistan



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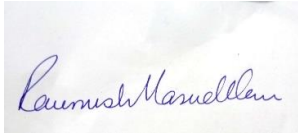
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It is assured that the research work is original and has not been published anywhere else. All the changes suggested by the examiners are incorporated in the final copy.



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## **CHAPTER I**

### **ABSTRACT**

The findings imply that personality traits are the strong predictors of better academic performance. However, several personality traits do not have a positive impact on the academic performance. The population of this research consists of students in various colleges and universities. Thus, the sample consists of bachelor's and master's students. Existing scales are adopted with minor changes to make it more suitable and understandable within the study context. A total of 154 questionnaires were distributed. Among these 154 questionnaires, 78 questionnaires were received from men and 76 were received from women for the purpose of data analysis. This shows an encouraging response from the targeted sample. Education and productivity of the students are influenced by their personality as well as their emotional intelligence abilities. The findings imply that being extrovert is a strong predictor of student achievement and should be prioritized in intervention strategies. Despite its low overall relative value, agreeableness is a significant driver of student achievement. The conclusions of the current study have significant consequences for educators and policymakers.

## INTRODUCTION

Personality are some things everybody knows that it exists, but nobody knows that what it's (Schneewind and Ruppert, 1998). it's certainly true that it's difficult to place human personality which Goethe (1970) called the best happiness for youngsters of this earth into scientific terms. Personality determines a group of important characteristics which how people interact with others. Human personality is that the combination of variety of traits.

Personality are often measured as a group of things usually questions on behaviour and feelings to which the themes need to respond by agreeing or disagreeing thereupon question or statements. (Kline, 1993). In 1930 personality psychology became an identifiable discipline in social sciences. During that point many separate lines of inquiry came together for the sector generated by Allport (1937), Murry (1938) and Lewin (1935). Mary Laurence F. Fortu (n.d) described the subsequent because the components of personality which are habits, attitudes, interests, values, principles and brain or intelligence.

Academic performance may be a major issue among students, teachers, parents, school administrators, and therefore the community at large. Attempts are made by researchers to unravel the complexities surrounding academic performance. Psychologists have suggests tons of reasons why these disparities in performance exist. tons of attention had been paid to external factors like sort of school, teaching methods, school location, instructional materials, teachers experience, then on (WAEC, 2005). Many spend many money so as to secure good schools either for his or her children or themselves and people who can afford it even invest on education abroad as they believe this may enhance performance, and which successively gives another advantage in terms of securing gainful employment. Opinions vary on why some students excel academically while others appear to be underachievers. Many psychologists have consistently

attempted to spot the main predictors of individual academic performance. Factors like intelligence, self-concept, gender, study habit, maturation, home background, amongst others, just to say a couple of , are extensively explored as being liable for academic performance. Other factors that are researched into within the past include: child rearing patterns, coevals influence, socio-economic background and learning environment. Another major factor that's believed to be liable for academic performance in students is their personality traits. Traits Theorists have tried to spot the main traits that characterize personality. Notable among these are Freud within the early 1900's, Gordon All port (1961), Cattell (1967), Eysenck (1985) Feldman (1994), McCrae and Costa (1987) and a number of others. Personality has been defined in some ways by many psychologists who wrote on the concept. consistent with Feldman (1994) in Daminabo (2008), Personality is that the sum of the characteristics that differentiates people, or the steadiness of an individual's behavior across different situations. In other words, it means those qualities the individual is noted for. Traits on the opposite hand are "enduring dimensions of personality characteristics which differentiates people from one another" (Colman, 2003). Traits are therefore the sum of stable characteristics during a person across different times and situations, which make him or her unique or distinct from others. This agrees with the definition by Mischel 1981, (in Agbakwuru, 2000) which ask personality traits as consistent differences between the behaviors characteristic of two or more people. it's also defined as "any distinguishable, relatively enduring way during which one individual varies from another" (Guliford, 1959 in Agbakwuru 2000). However, there has been an increasing interest within the big five personality traits and therefore the role they play as regards academic performance of scholars of particular interest is that the role that these traits play within the academic performance of scholars . These traits, popularly referred to as the 'Big Five' include conscientiousness, agreeableness, openness

to experience, extraversion and locus of control. The acronym CAOEL is employed to explain them. These personality traits affect academic performance in students, either positively or negatively. Then parents, educationists, psychologists, counselors, are all worried at the speed of decline of educational standard. Big Five otherwise referred to as CAOEL has therefore been explored so as to seek out possible solutions to the matter of underachievement amongst school students. The acronym CAOEL denotes the traits: conscientiousness, agreeableness, openness, extraversion and locus of control to experience.

### **Theoretical Framework:**

Several theories have emerged during a bid to elucidate why people behave the way they are doing. Although two factors of the five factor model of personality is getting used for this study, a serious theory of personality was reviewed additionally to the trait theories. The subsequent theories were reviewed.

### **Sigmund Freud's Psychoanalytic Theory:**

Psychoanalysts believe man's behaviour is triggered mostly by powerful hidden forces within the personality. These forces are shaped by childhood experiences and that they play a crucial role in energizing and directing our everyday behaviour. Freud, an Australian physician was the originator of this theory within the early nineties. He says much of people's everyday behaviour is motivated by unconscious forces about which they know little. So as to completely understand personality then one got to illuminate and expose what's within the unconscious. Consistent with Freud's model of personality, there are three major components: the id, the ego and therefore the superego, which although are separate components, interact within the individual. The id, which is that the raw, untamed, unorganized, uncultured and inherited a part of personality whose

function is to scale back the strain created by biological drives like hunger, sex, aggressiveness and irrational impulses. It operates consistent with the pleasure-pain principle which goal is that the immediate reduction of tension and maximization of delight. However harsh realities of life prevent the satisfaction of the stress of the pleasure-pain principle in most cases by presenting constraints. The ego acts as buffer and helps cushion the consequences of reality. The ego operates consistent with the truth principle during which instinctual energy is retrained so as to take care of the security of the individual and help to integrate him into the society. The ego makes decisions controls actions and allows thinking and problem solving of a better order than the id is capable of. The superego acts the ultimate component, which represents rights and wrongs of society as handed down by one's parents, teachers and other important figures. It becomes a part of personality when children learn rights from wrongs and still develop as people within the society during which they live begin to include their own standards into them. These are the components of adult personality. Whenever the stress of the id or the super ego threaten to overwhelm the ego, anxiety is that the result. Ego defense mechanisms like regression, denial, repression etc. are therefore wont to reduce to scale back anxiety by distorting either thoughts or reality. Although Freud's conception faced tons of criticisms thanks to dearth of scientific evidence to support it, nevertheless it had gained tons of impact within the field of psychology.

### **Trait theories of Personality:**

The quest to understand why people behave the way they are doing, has been on, it's attracted numerous researches. so as to answer a number of these questions, personality psychologists have developed a classy model of personality referred to as trait theory. (Michel, 1978 in Daminabo, 2008) defined a trait as a "continuous dimension on which individual differences could also be arranged quantitatively in terms of the quantity of the characteristics the individual

has". Chauham, 1978 in Chowdhry (2006), defined trait as "a property within the person who accounts for his unique but relatively stable reactions to the environment". Other personality theorists emphasize the role of biological, cognitive and environmental forces in shaping personality. Personality description isn't the central goal of those theorists; instead their goal is to elucidate personality and behavior in terms of their underlying causes.

According to Hockenbugh and Hockenbugh (1997), trait theory of personality is one that focuses on identifying, describing and measuring individual differences. Feldman (1994) said that trait theories don't assume that some people have a trait et al. do not; rather they propose that each one people have certain trait, but that the degree to which the trait applies to a selected person varies and may be quantified. as an example, an individual could be extremely shy, somewhat shy, or not shy in the least. Hence a trait is usually described in terms of a variety from one extreme to its opposite. the primary plan to identify and describe these characteristics was to develop a system to get what percentage sorts of individuals there are and identify each person's type. the traditional Greek psychologists divided people into four types: this was made popular by Galen, who in his own opinion also spoke of 4 sorts of individuals in Lefrancois (1983) they're sanguine (optimistic and happy). Melancholic (Unhappy, depressed). Choleric (violent tempered) the Phlegmatic (apathetic), not really moved to excesses of emotion.

## CHAPTER II

### LITERATURE REVIEW

When it involves determining the connection between personality trait and students' academic performance of university students, numerous researched are performed thus far, out of which some are mentioned below.

McCrae and Costa (1980) researched extensively on these traits. A high score on Conscientiousness shows a student who is self-disciplined, careful, thorough, organized and determined. Low scores on this trait portray indiscipline, carelessness, disorganization and indifference. That student who scores highly on this trait is predicted to perform excellently well, academically and the other way around. Agreeableness describes one who is sympathetic, trusting and cooperative. Students with high scores on agreeableness are selfless, flexible and pleasant. Such students work with others easily with little or no friction. Those scoring low on this trait however find it difficult to urge alongside others. McCrae and Costa 1988 in Daminabo, (2008) noted this to be psychotics, which refers to an individual who is skeptical, unsympathetic, uncooperative and rude. Low scores are expected to affect academic performance negatively.

A study was conducted by Larry C. Allen in 2006. during this study, students' personality traits were investigated in reference to course grade in an undergraduate management course taught by an equivalent professor and overall college mark average (GPA). Conscientiousness positively and significantly predicted overall GPA over and beyond other personality traits of agreeableness, extroversion, emotional stability and intellect, accounting for unique variance in final course grade and overall GPA. Gender was consistently found to moderate the personality–academic performance relationship (as measured by GPA). Specifically, emotional stability

positively and significantly predicted academic performance among male students, but not so among females. Intellect positively and significantly predicted academic performance among male students, but an equivalent relationship was nonexistent among female students. Discussion was offered relative to the importance of personality traits in predicting academic performance.

In 2014, a study was conducted in Iran, the most aim of which was to research the connection between personality traits and academic performance this study examined the effect of personality on academic motivation and academic performance. Participants were college students who voluntarily participated within the study. They were asked to finish a personality questionnaire (NEO-FFI), and a tutorial motivation questionnaire (AMS-C 28, included GPA and demographic data). Results showed that conscientiousness predicted both of intrinsic and extrinsic motivation, but openness to experience predicted only intrinsic motivation. Moreover, needless to say , academic motivation mediated the connection between openness to experience and conscientiousness with academic performance.

In another study that was conducted in Romania in 2006 to seek out out relationship between academic performance and personality traits. This study has investigated the impact of personality traits on students' academic achievement in an undergraduate marketing course taught by an equivalent professor. All personality traits except extraversion positively and significantly predicted students' overall grade. Extraversion was positively related ( $r = 0.140$ ) but not statistically significant. Openness ( $r = 0.279$ ) and Neuroticism ( $r = 0.341$ ) were positively associated with students' academic achievement and were more important predictors of overall grade of the scholars than agreeableness ( $r = 0.245$ ) and conscientiousness ( $0.237$ ). the results here show that personality traits have a drastic effect on the tutorial achievement of the scholars and it actually helps them get grades or fail in school.

A study was conducted in 2011 to seek out the Relationships Between Personality Traits and Students' Academic Achievement. This research aims at studying the relationships between personality traits and academic achievement among students. Participants were 285 students (191 females and 94 male). Instruments used were NEO Big Five Personality Factors and student's GPA. Results revealed personality traits were significantly associated with academic achievement. Stepwise multivariate analysis indicated personality characteristics accounted for 48 percent of variance in academic achievement. Results also showed conscientious, which explained 39 percent of variance in academic achievement, was the foremost important variable. Finally, MANOVA and t-test indicated there's no significant gender differences within the personality characteristics and academic achievement.

In another study conducted in 2009 it was seen that there has been an increased interest in personality traits (especially the five-factor model) in reference to education and learning over the last decade. Previous studies have shown a relation between personality traits and learning, and between personality traits and academic achievement. The latter is usually described in terms of mark Average (GPA). This review paper gives an summary, supported previous research, of highly relevant factors which may explain the relation between personality traits and learning on the one hand and therefore the relation between personality traits and academic achievement on the opposite hand. Motivation, goals and approaches to learning are important factors that are related to some personality traits. Two conclusions can be made up of this review: (1) intrinsic motivation, a deep approach to learning and learning goals are associated with public knowledge and good test results, all linked together by the openness trait; (2) extrinsic (in combination with intrinsic) motivation, an achieving (in combination with deep) approach to learning and performance goals (in combination with learning goals) are related to high grades generally

linked together by the conscientiousness trait. Openness is related to learning and public knowledge while conscientiousness is related to academic achievement.

Motivation has been found to possess some impact on successful learning (Hattie, 2009). But, motivation is, at least, two-sided. Bruner (1966) and lots of others (e.g., Byrnes, 2008; Jordan, Carlile, & Stack, 2008; Martinez, 2010; Gilhooly & Fioratou, 2013) use the excellence between intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from the learner herself supported the learner's curiosity for a selected topic. Extrinsic motivation comes from an external source sort of a teacher, a parent, a desire for or a promise to urge an honest grade, or some benefits that are before or associated with the training process. the connection between motivation and personality traits has been studied by Kamorrajju, Karau and Schmeck (2009). They found a rather strong correlation between openness and intrinsic motivation also as between conscientiousness and intrinsic motivation. These two traits differ somewhat in their reference to intrinsic motivation. Openness is usually correlated to an intrinsic motivation to understand more also as an intrinsic motivation to be stimulated while conscientiousness is strongly correlated to an intrinsic motivation to accomplish (something in particular). The latter is analogous to achievement motivation which isn't purely intrinsic but a mixture of intrinsic and extrinsic (Biggs & Telfer, 1987). a big but weaker correlation between extraversion and intrinsic motivation and between agreeableness and intrinsic motivation were found but no correlation in the least was found between neuroticism and intrinsic motivation. within the same study they found a rather strong correlation between conscientiousness and extrinsic motivation and a smaller but significant correlation between extraversion and extrinsic motivation, and between agreeableness and extrinsic motivation. No correlations were found for openness or neuroticism in reference to extrinsic motivation. If motivation is of importance to learning and academic

achievement then conscientiousness is that the only trait that's strongly related to both intrinsic and extrinsic motivation. which will be a key factor to success.

Some research groups have checked out three sorts of motivation in reference to personality traits (e.g., Chomorro-Premuzic & Furnham, 2009; von Stumm & Furnham, 2012). they're called surface motivation, deep motivation and achievement motivation (Biggs, 1987) (Note 1). These sorts of motivations strongly correspond to learning approaches: surface approach to learning, deep approach to learning and achieving approach to learning (Biggs, 1987; Biggs & Telfer, 1987). A surface approach to learning means the pupil/student tries to memorize or otherwise learn what's needed to pass a test/exam. The motivation is extrinsic (or instrumental) and often grounded during a fear of failure, which the scholar tries to avoid. there's no future strategy during this approach. A deep approach to find out ing implies genuine interest within the area of data and an aim to learn as much and for as long as possible, grounded in an intrinsic motivation. The achieving approach to learning is based on the goal of getting the simplest possible grade, praise or appearing competent, and in doing so trying to seek out out what means (e.g., extra reading or asking questions of the teacher) could also be useful. The motivation is both intrinsic (to succeed/accomplish and gain advantages within the future) and extrinsic (good grades, praise and acknowledgment from others). Most of the studies use participants at a college/university level. This makes it less reliable to generalize the tendencies to younger pupils.

A study conducted in US in 2008 stated that students differ in their personal values; they receive and process information differently; their personality trait is different and hence, so is also their understanding. it's often argued that a mix of personality characteristics is important for people to achieve success in their career. Educators, researchers, and psychologists are constantly checking out parsimonious set of variables that predicts patterns of students' behaviors and their

relationship to academic achievement. Personality has been recognized as a determining factor on how people learn (Lawrence, 1997; Myer et al, 1998). College students tend to prefer learning environments according to their own personality type preference. Many scholars have accepted five-factor model of personality as a replicable and unifying taxonomy of personality (Digman, 1990; Goldberg, 1992; Witt et al, 2002) and have found personality traits to be significantly associated with successful job and faculty performance, both logically and statistically (Hogan & Hogan, 1989; Day & Silverman, 1989). However, there's a scarcity of adequate research addressing the role of personality as a predictor of accomplishment in an introductory marketing course. the aim of this study is, therefore, to look at the impact of personality type on the tutorial performance of students in an introductory marketing course using five-factor model of personality. According to the findings, all personality traits except extraversion were found to be significantly correlated to students' academic achievement. However, though not statistically significant, there's a direct correlation between extroversion and students' grade ( $r = .140$ ). All other variables except age were correlated among themselves. Finally, multivariate analysis was performed to clarify the influence of the students' personality traits and academic achievement. Results show significant effect was observed for personality traits and academic achievement. The emergence of the five-factor model of personality provides a useful framework for examining the connection between personality constructs and students' performance within the course. Of the five personality constructs under the study, agreeableness is typically expected to possess weak relationships with overall performance. The one situation during which agreeableness appears to possess high predictive validity is in students' work that involve considerable interpersonal interactions, particularly when the interactions involve helping, and cooperating with others (e.g. group project assignment, group add the classroom etc). within the

present study agreeableness proved to be significant statistically, but with weaker relationship ( $r=.245$ ). This study reports positive but not statistically significant correlation between students' academic achievement and therefore the psychological sort of extraversion. This supports the study of by McCown and Johnson (1991), who found that extraverted students engaged in additional social and impulsive activities, and spent few hours each day in studying. The results of multivariate analysis reveal that openness, and neuroticism are more important predictors of students' academic performance than conscientiousness and agreeableness and is in according to the studies of Nguyen, Allen & Fraccastoro (2005).

A study conducted in Malaysia in 2014 showed that Personality is probably going to play significant roles in influencing students' academic achievement. Several studies have shown that personality factors will predict academic achievement over and above students' ability. the aim of this study was to explore the correlation between the five higher order personality dimensions that are Extraversion, Conscientiousness, Openness to Experience, Agreeableness and Neuroticism called the 'Big Five' personality traits (Costa et al., 2006) and students' academic achievement measured by GPA. This study is conducted by review the recent empirical literature on the correlation between the large Five personality traits and GPA. This study found that out of 64 studies, only 6 individual studies were met the standards to be included during this meta-analysis. the info analyses involved during this study are variability estimation, Chi Square test of heterogeneity (Cochrans' Q), heterogeneity index (Higgins and Thompson, 2002) and random effect models. This meta-analysis indicates that Conscientiousness is that the best dimension of the large Five personalities that are highly correlates to GPA compared to others dimension. This study was administered to look at the connection between the five higher order personality dimensions that's the large Five personality traits (Neuroticism, Extraversion, Openness to

Experience, Agreeableness and Conscientiousness) and students' academic achievement (GPA). The info for this study is predicated on the recent empirical literatures that reported the connection between the large Five personality traits and GPA. This study was found that among that five dimensions of personality, Conscientiousness is that the best dimension that are highly correlate to GPA by referring the estimate variability thanks to sampling error by Hunter and Schmidt (1990). Theoretically, this study is homogeneous within the context of measure the correlation between Big Five personality and GPA however so as to check the heterogeneity among the individual studies, Cochran's Q and Higgins and Thompson (2002), was used and located out that the studies aren't similar and there's a high heterogeneity between Conscientiousness and GPA among all the individual studies.

Accumulated research show that conscientiousness, the power to continue task- and goal oriented behaviour, so as to succeed in non-immediate rewards (John, Naumann & Soto, 2008) is that the factor most strongly related to academic achievement. Openness, manifesting the tendency to explore, detect and luxuriate in abstract and sensory information (John et al., 2008) occasionally has positive relationships to academic achievement. While extraversion, being sensitive to reward and positive affect (John et al., 2008), occasionally is negatively associated with an equivalent criterion (O'Connor & Paunonen, 2007; Nofle & Robins, 2007; DeYoung, 2010; Rosander, 2013). additionally, the definition of conscientiousness also includes following norms, planning subsequent tasks and putting them so as of importance, captured within the facets order and self-discipline (John et al., 2008). All the large Five factors encompass lower level traits called facets, (John et al., 2008), and therefore the ones belonging to conscientiousness show stronger associations to academic achievement than the conscientiousness itself (O'Connor & Paunonen, 2008). Furthermore, all the above mentioned

behaviours belonging to conscientiousness are important so as to travel through educational programs successfully (Veroude et al., 2013).

As a suggestion, the large Five approach to personality traits is an appropriate model to use investigating the correlations between neurobiology and personality traits (De Young, 2010).

This seems plausible due to their stability over time, universality, biological bases (Costa & McCrae, 1992a), and therefore the structural organisation of the factors (De Young, 2010).

Moreover, the search to know the neurobiology of human personality has guided neuroscience for an extended time, but this task is complex and incomplete (Bjørnebekk et al., 2013). Even so, the understanding of the neurobiology of personality traits is vital, because personality traits predict and are associated to big outcomes and behaviours of an individual's life (Xu & Potenza, 2012). One such important outcome is academic achievement, thus, a method to know academic achievement is thru the neurobiological mechanisms of personality traits (Veroude et al., 2013). for instance neuroticism is related to increased activation within the right lobe (Davidson, 2002), extraversion is related to increased functional connectivity between the inferior parietal lobule and anterior cingulate (Haas, Omura, Amin, Constable & Canli, 2006), openness is related to the interconnecting substantia alba in regions of the prefrontal cortex (PFC) in both hemispheres, agreeableness is related to better interconnectivity in PFC, parietal cortex and subcortical structures (Xu & Potenza, 2012), and conscientiousness is related to increased brain volumes in most of the center gyrus in left lateral PFC (De Young et al., 2010).

Furthermore, VIA-IS may be a classification of character strengths which provides the sector of personality psychology a standard vocabulary for positive traits. Character strengths like persistence, prudence and perspective show positive associations with academic achievement

(Lounsbury, Fisher, Levy & Welsh, 2009), thus suitable to be included in investigations concerning the knowledge about academic achievement.

Additionally, since all the studies concerning the relation between and effect of personality traits on academic achievement are administered in other countries than Sweden, this study aims at contributing to the sector. This through investigating if the correlations between personality traits and academic achievement found within the studies above can also be seen in senior students during a medium sized high school in Sweden.

Therefore, the most aim of this thesis is to explain the neurobiology underlying personality traits, and to research the connection between academic achievement and personality traits. within the first part a quick, theoretical background to academic achievement, the history of the trait perspective also because the Big Five model and character strengths are going to be given. Followed by an account of the neurobiology of personality traits, including how the variation in individual composition of personality traits correlates with the variation in brain- activity, volume and chemistry. Subsequently, previous empirical findings of the tutorial achievement – personality traits relationship are going to be presented. within the second a part of the thesis, the empirical study with hypotheses, method and results are going to be presented. this is often followed by a discussion of both the study and therefore the neurobiology of personality traits, where suggestions for future research are presented and therefore the thesis is finished with a conclusion.

## **Rationale**

When it involves human development, each period has its own challenges and requirements so as to survive. The importance of education during this era doesn't need any explanation. Hence,

considering education quite a necessity for survival would be totally justified. In educational settings, academic achievement is that the outcome of studying within the sorts of percentages, marks, CGPA etc. it's to be noticed that in Pakistani society, the competition among students to excel in their academics have increased dramatically. during this regard, it's highly crucial to review the factors which may be interlinked with the tutorial achievement of the scholars. In Pakistani society the scholars are assessed and are granted grades by a system that doesn't consider the personality of scholars. Here all the scholars are made to review without considering their personality traits and it effects the grades and many students. Teachers don't consider devising any alternative ways during which students of various personality traits can work and achieve. The personality of scholars has always been ignored in our academic system and researcher has conducted this study to form the system conscious of the differences the personality traits cause on the tutorial achievement. for instance, if the oldsters are doctors or engineers by profession they mostly force their children to opt these subjects for themselves in future and therefore the children who don't have any interest in these fail miserably and are labeled failures by family and society. If the tutorial system works for the scholars to choose the themes depending upon their personality, researcher thinks that they will achieve tons more in academics. This thing has largely been neglected and has been affecting student's grades. Similarly, within the previous studies conducted on these variables, the sample was drawn from only one particular university students or from students of 1 particular major subjects. However, during this study, the most aim is to research the connection between personality traits and academic performance among university students. The sample would be drawn from various universities of Lahore and from students of various major subjects.

## **Significance of study**

This study will educate the people within the education sector on how the individual personality traits of scholars can influence their academic performance. This study also will enlighten them on differing types of personality traits and the way this trait can influence academic performance of scholars. This research is going to be a contribution to the body of literature within the area of the effect of personality trait on student's academic performance, thereby constituting the empirical literature for future research within the discipline. The researcher has consequently chosen to explore this problem among the scholars. This study is therefore aimed toward an examination of the influence of personality traits on academic performance of the scholars.

## **OBJECTIVES OF THE STUDY**

The objectives of the study are therefore to:

To determine there's any significant relationship between personality trait and students' academic performance.

To Determine the various sorts of personality trait which will influence students' academic performance

To look at the factors influencing students' academic performance.

## **HYPOTHESIS**

There's a significant relationship between personality traits and students' academic performance.

There's gender difference between personality traits and its impact on students' academic performance.

## **CHAPTER III**

### **METHOD**

#### **Research Design**

According to Asika (2009), research designs are often mentioned because the structuring of investigation aimed toward identifying variables and their relationships to at least one another. during this study, questionnaire is useful guide to the trouble of generating data for this study. The survey research design through the administration of questionnaires was used for the study.

#### **Participants**

A total of N=154 participants, 78 males and 76 female university students were selected for the sample. The age range of the participants are going to be varying between 18-24 years. The participants are selected from different universities in Lahore, via purposive sampling.

#### **Inclusion criteria**

- Only participants aged 18-24 years who are enrolled university students are included within the sample.
- Participants of both genders i.e. male and females are included within the sample.
- Only university students currently enrolled in an undergraduate or postgraduate program are going to be selected.

#### **Exclusion criteria**

- Participants enrolled in medical and engineering subjects are going to be excluded from the study.
- Participants that have annual grading system are going to be excluded from the study.

## **Operational Definition of Variables**

### **Personality**

The word personality itself stems from the Latin word persona, which refers to a theatrical mask worn by performers so as to either project different roles or disguise their identities (Colman, 2003).

At its most elementary, personality is that the characteristic patterns of thoughts, feelings, and behaviors that make an individual unique. It's believed that personality arises from within the individual and remains fairly consistent throughout life (Colman, 2003).

### **Trait**

It is a distinguishing quality or characteristic, typically one belonging to a person (Colman, 2003).

The five key personality dimensions the model measures are the following:

- **Openness:** sometimes called "Intellect" or "Imagination," this measures your level of creativity, and your desire for knowledge and new experiences (Colman, 2003).
- **Conscientiousness:** this looks at the level of care that you take in your life and work. If you score highly in conscientiousness, you'll likely be organized and thorough, and know how to make plans and follow them through. If you score low, you'll likely be lax and disorganized (Colman, 2003).
- **Extraversion/Introversion:** this dimension measures your level of sociability. Are you outgoing or quiet, for instance? Do you draw energy from a crowd, or do you find it difficult to work and communicate with other people? (Colman, 2003).

- **Agreeableness:** this dimension measures how well you get on with other people. Are you considerate, helpful and willing to compromise? Or do you tend to put your needs before others'? (Colman, 2003).
- **Neuroticism:** sometimes called "Emotional Stability" or "Natural reactions" this measures emotional reactions. Do you react negatively or calmly to bad news? Do you worry obsessively about small details, or are you relaxed in stressful situations? (Colman, 2003).

## Measures

Following are the measures that would be used in the study:

- **Demographic Sheet**

It will be formed by the researcher for the subjects to fill before the research. They will be asked about their gender, age, marital status, education level and CGPA.

- **Big Five Inventory (BFI):**

The BFI is a 60-item personality test that that is designed to measure the big five personality traits (extraversion, agreeableness, conscientiousness, neuroticism, and openness).

## Features and benefits

You can use the model to gain a better understanding of your personality, and the types of roles that are most likely to suit it. It can help you understand the five personality traits in a better way and you can find out what traits of personality are present more and what's not there.

## **Procedure**

The first step of the study was to take permission from the authors of the tests to use their tests. Then permission from Kinnaird College for women was taken to conduct this research. After that permission was taken from selected universities for the collection of data. The data was collected in the university hours and in the students' free slots. After getting the permission, participants were selected using purposive sampling. Participants were properly briefed about the objective of the study and were allowed to withdraw at any point in the research. They were assured about their information being kept confidential. Then the written consent form was provided to the participants that fall into the inclusion criteria. After that they were given demographic sheet and the questionnaire which were filled by them. Then the participants were thanked at the end of the research.

## **Ethical considerations**

- Permission from the educational institute and from the author of the test was taken before conducting the study.
- Participants were not forced to participate in the study and the test will only administer on those who will be willing to participate in the study.
- All the questions, queries and confusions of the participants were catered.
- The researcher made sure that the personal data of the participant was kept confidential and no breaching of privacy took place.

## **Statistical Analysis**

For the analysis of the data, Statistical Package for Social Sciences (SPSS) version 21 was used. T-test and correlation analysis were used to analyze the data.

## Demographic Table:

### *Demographic Characteristics of the Sample (N=154)*

<b>Variables</b>	<b>M (SD)</b>	<b>f(%)</b>
Age	22.85(1.69)	
Gender		
Males		76(51.5)
Females		78(48.5)
Education		
Undergraduate		111(72.5)
Graduate		36(23.0)
Post graduate		7(4.5)

## Interpretation

The table illustrates the descriptive statistics of the sample which includes means and standard deviation for demographic variable i.e. age. It also includes frequencies and percentages of demographic variables i.e. gender, education. Table shows that 51.5% of the participants were male and 48.5% of the participants were females. Along with this 72% of the participants are undergraduate, 23% are graduate and 4.5 % are post-graduate.

## Procedure

A pilot study was carried out before the main study to figure out the sustainability of the questionnaires selected. Questionnaires were distributed along with a feedback form. Ten questionnaires and forms were distributed among the students of Government College University

(GCU). Five of the participants were males and five of the participants were females. Most of them rated the difficulty level of the questionnaire as “0” which indicated that it was easy to understand. All of them answered that the language of the questionnaire was appropriate. Average time taken by them was 10-15 minutes. Majority of them gave no suggestion for the improvement; they were satisfied with the questionnaires.

## CHAPTER IV

### RESULTS

**Table I**

*Pearson Product Moment Coefficient Correlation between personality traits (N=154)*

Variables	1	2	3	4	5	6	M	SD
1.CGPA	-----	.97**	.01	.56**	.07	.54**	2.96	.90
2.Agreeableness		-----	.26**	.05	.04	.01	29.27	3.25
3..Extraversion			-----	.03	.14*	.14*	22.84	3.50
4. Openness				-----	.08	.95**	33.75	3.59
5..Neuroticism					-----	.16*	24.55	2.64
6..Conscientiousness						-----	26.37	2.92

*Note: M = Mean, SD = Standard Deviation \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$*

#### **Interpretation:**

Pearson product moment coefficient correlation was used to investigate the relationship between different personality among participants.

Results indicate that there is a significant weak positive relationship between CGPA and Agreeableness. This indicates that participants with more CGPA have high ratio of agreeableness present in their personality as well and vice versa.

There is a significant weak positive relationship between CGPA and Openness. This indicates that participants with more CGPA have high ratio of Openness present in their personality as well and vice versa.

There is a significant weak positive relationship between CGPA and Conscientiousness. This indicates that participants with more CGPA have high ratio of Conscientiousness present in their personality as well and vice versa.

There is no relationship between CGPA, Extraversion and Neuroticism among participants.

There is a significant weak positive relationship between Agreeableness and Extraversion. This indicates that participants with high ratio of agreeableness have high value of extraversion present in their personality as well and vice versa.

Whereas, there is no relationship between Agreeableness, Openness, Neuroticism and Conscientiousness among participants.

There is no relationship between traits of Extraversion and Openness among participants.

There is a significant weak positive relationship between extraversion and Neuroticism. This indicates that the participants who have high ratio of extraversion in their personalities also have high ratio of Openness as well and vice versa.

There is a significant weak positive relationship between extraversion and Conscientiousness. This indicates that the participants who have high ratio of extraversion in their personalities also have high ratio of conscientiousness as well and vice versa.

There is no relationship between traits of openness and Neuroticism among participants.

There is a significant weak positive relationship between Openness and Conscientiousness. This indicates that participants who have high ratio of Openness in their personalities also have high ratio of Conscientiousness in their personalities as well and vice versa.

There is a significant weak positive relationship between Neuroticism and conscientiousness. This indicates that participants who have high ratio of neuroticism in their personalities also have high ratio of conscientiousness in their personalities as well and vice versa.

**Table II***Independent Sample t-test showing Gender Differences between different personality traits**(N=154)*

Variable	<u>Males</u>		<u>Females</u>		<i>t(df)</i>	<i>P</i>	<u>95% CI</u>		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
1.CGPA	2.69	.96	3.25	.75	-4.03(145.73)	.00**	-.83	-.28	0.65
2.Agreeableness	30.12	2.99	28.39	3.29	3.41(149.79)	.00**	.73	2.73	0.55
3.Extraversion	22.56	2.60	23.11	4.22	-.98(124.38)	.33	-1.67	.57	0.16
4.Openness	33.48	3.99	34.01	3.12	-.91(145.27)	.36	-1.67	.62	0.14
5.Neuroticism	24.53	2.75	24.56	2.54	-.06(151.54)	.94	-.87	.82	0.01
6.Conscientiousness	27.51	2.65	25.19	2.72	5.33(151.58)	.00**	1.46	3.17	0.86

*Note:* Males = 78; Females = 76; *M* = mean; *SD* = standard deviation; CI = confidence interval; *LL* = lower limit; *UL* = upper limit. \**p* < .05. \*\**p* < .01. \*\*\**p* < .001

**Interpretation:**

Independent sample t-test was run to check gender difference between CGPA, Agreeableness, Extraversion, Openness, Neuroticism, Conscientiousness between males and females. Results reveal significant gender differences between males and females who have traits of agreeableness in their personalities. Females generally have higher GPA than men as shown in table. Males are more agreeable than woman as shown in the results above. Results also reveal significant gender differences between males and females who have more conscientiousness in their personality. Results reveal no significant gender difference in Extraversion, openness and neuroticism between males and females.

## CHAPTER V

### DISCUSSION

The present study aimed to assess the relationship between personality traits and their impact on students' academic achievement. The results revealed significant gender differences between personality traits and students' academic achievement. Males showed more agreeableness and conscientiousness as compared to females. The results also showed that some personality traits do have a significant impact on the academic achievement of students. Agreeableness and conscientiousness are the two main personality traits that have an impact on students' academic achievement.

#### **Hypothesis I:**

H1: There's a significant relationship between personality traits and students' academic performance.

The results of this study show that there is a significant relationship between Agreeableness, Extraversion, Conscientiousness with CGPA. This means that these traits do help students in achieving their academic goals. Openness and neuroticism on other hand doesn't have a significant relationship with CGPA this means that these traits do not have an impact on students' academic achievement at all. These traits are really important as these traits are helping students in achieving their academic goals.

A similar study was found in which Robert Tomsik (2018) found out that personality plays a significant role in influencing academic performance. As empirical evidence has been confirmed, with increasing age individuals' personality traits have less effect on academic performance. In our study, the first grade university students (N = 402) completed the Five Factor Inventory and reported their grade point average GPA. As the results shows, only

personality trait conscientiousness was positively related to academic performance GPA. Also, personality trait conscientiousness has been shown as a statistically significant predictor of academic performance among university students but explained only 2.7% of the variance in grade point average (GPA). There is an international consensus that intelligence is an important predictor of academic performance. Still, recent research showed that there are also non-cognitive factors responsible for high academic performance: family, parent education, financial status (Englund, Luckner, Whaley & Egeland, 2004; Jovanović et al., 2010), gender (Eysenck & Cookson, 1969; In Sharma, 1985); school (Sakač, 2008), characteristics of the personality (Chamorro-Premuzic & Furnham, 2003, 2003a; De Raad & Schouwenburg, 1996). Along with these, the personality is now an important factor studied in relationship with academic performance. Cattell & Butcher have found that general intelligence, extrovert/introversion personality, strong super ego, compassion and phlegmatic temperament are important factors for academic performance (Butcher, 1968; In Simonović, 2004), however, not for all age groups of students. By summarizing empirical evidence, we have found that some personality traits, such as openness to experience and agreeableness, do not have an impact on academic performance in adolescence, while the personality trait conscientiousness plays an important role in every age category of students. Based on that, we decided to test the impact of the Big Five personality traits on the academic performance, expressed by the GPA, among university students.

Another study conducted by Asghar Hazrati-Viaria, Ali Tayarani Rada, Sayed Saeed Torabib (2011) examined the effect of personality on academic motivation and academic performance. Participants were college students who voluntarily participated in the study. They were asked to complete a personality questionnaire (NEO-FFI), and an academic motivation questionnaire (AMS-C 28, included GPA and demographic data). Results showed that

conscientiousness predicted both of intrinsic and extrinsic motivation, but openness to experience predicted only intrinsic motivation. Moreover, as expected, academic motivation mediated the relationship between openness to experience and conscientiousness with academic performance. Based on theoretical assumptions and empirical studies on personality (especially conscientiousness and openness to experience) and effect on academic motivation and achievement (e.g., Costa & McCrae, 1992; Grozier, 1997; Komarraju et al., 2009; Clark & Schroth, 2010), we hypothesized that the relationship between personality and academic performance mediated by intrinsic and extrinsic motivations. As expected, the results indicated that conscientiousness and openness to experience can predict academic performance (Komarraju & Karau, 2005), suggesting that students who score high in conscientiousness and openness will be more successful at university. The results also confirmed that motivation plays a mediating role in relations between personality traits and academic performance.

This study does prove that there is an impact of personality traits on students' academic achievement but it says only conscientiousness has an impact where as our study states that conscientiousness along with agreeableness and extraversion all have impact on the achievement of students. There can be different factors behind this such as this study was conducted in 2018 and is a little outdated and this was also conducted in USA and our study is conducted in Pakistan and we have different cultural values those could be one of the factors behind this change. Also this study was conducted on adolescents and our study is conducted on adults and this also makes a lot of difference on the results of the study.

According to another study conducted by Luca Corazzini, Silvia D'Arrigo, Emanuele Millemaci, Pietro Navarra (2021) suggest that the coefficients on the Big Five factor scores are substantially robust to the inclusion of the control variables. Conscientiousness and openness to

experience exhibit positive and statistically significant coefficients, while the other Big Five traits do not appear to have a significant impact on GPA. Conscientiousness has the more intensive effect on GPA, which is consistent with the literature emphasizing the role played by motivational aspects and self-discipline on student achievement. Specifically, one standard deviation increase in conscientiousness is associated with an increase of 9.3 percent of a standard deviation in GPA. One standard deviation increase in openness to experience raises 3.8 percent of a standard deviation GPA. This result is in line with the view that the positive disposition toward intellectual engagement and novel ideas of the open to experience individuals determines a more intense interest in knowledge acquisition and, predictably, more positive achievement scores.

These studies do prove that there is an impact of personality traits on students' academic achievement but it says only conscientiousness and openness to experience have an impact where as our study states that conscientiousness along with agreeableness and extraversion all have impact on the achievement of students. There can be different factors behind this such as this study was conducted in different years and most of them do not have accurate data as well and are little outdated. Also these studies are conducted in USA and other eastern countries and our study is conducted in Pakistan and we have different cultural values those could be one of the factors behind this change. Most studies vary their participant range from adolescents and some have used university and college students as their and our study is conducted on adults and this also makes a lot of difference on the results of the study.

### **Hypothesis II:**

H2: There's gender difference between personality traits and its impact on students' academic performance.

The results of this study shows that there are significant gender differences if we study the impact of personality traits on students' academic performance. Males have high ratio of agreeableness and conscientiousness in their personalities as compared to women and other than these two any other traits such as openness, extraversion and neuroticism do not have any gender differences if we study impact of personality traits.

A study conducted by Dur khan (2020) an update on gender differences, personality characteristics and academic performance carried out among students at a private University in Ogun State, Nigeria. The present study intends to validate the findings of the previous study with further review of literature on the subject matter. The result of the study showed that male and female students are different with regards to academic performance but not in personality traits. Also, conscientiousness ( $r=.272$ ,  $p<.01$ ) was found to be positively related to academic performance while neuroticism ( $r=-.170$ ,  $p<.05$ ) negatively correlated with academic performance. Furthermore, the other Big five personality factors did not have any significant relationship with academic performance: extraversion ( $r=-.027$ ,  $p>.05$ ), agreeableness ( $r=.057$ ,  $p>.05$ ) and openness to experience ( $r=-.018$ ,  $p>.05$ ). These personality factors jointly influenced changes in academic performance [ $F(5,195) = 3.897$ ,  $p<.01$ ]. The present study found a consensus in gender differences in academic performance with females outperforming the males. Also, studies agree that females are higher in agreeableness and neuroticism but not significantly different in conscientiousness when compared with males. This study concluded that conscientiousness trait had a significant effect on students' academic performance; and that female students academically performed better than their male counterparts. Consequently, it was recommended that further studies be conducted to ascertain gender differences in personality characteristics using a very large sample size.

Another study by Elizabeth Olowookere (2020) attempted to explore the impact of personality traits on academic performance with regards to gender differences. A primary study was conducted on a sample size of 666 students (453 males and 213 females). Using Mann-Whitney analysis, it was found that different personality traits impact the academic performance of students for both boys and girls. Extraversion, Conscientiousness Agreeableness and Emotional Stability were found to influence the academic performance of male students. On the other hand, Openness influenced the academic performance of female students. Conscientiousness was the only trait to influence the academic performance of both male as well as female students.

Syed Afzal Shah (2018) conducted a study that indicated that male students had higher extraversion ( $p < 0.01$ ), conscientiousness ( $p < 0.01$ ), and Agreeableness ( $p < 0.01$ ) while female students had significantly higher academic achievement ( $p < 0.01$ ) scores. Further, Extraversion ( $\beta = -17.14$ ,  $p = 0.00$ ) Neuroticism ( $\beta = -10.76$ ,  $p = 0.02$ ), and Agreeableness ( $\beta = -10.75$ ,  $p = 0.01$ ) were significant negative predictors of academic achievement whereas Conscientiousness ( $\beta = 11.59$ ,  $p = 0.02$ ) was significant positive predictor of academic achievement of students at secondary level. Conclusion: This study proves male students as social, outgoing, organized, and having a sense of dutifulness, cooperativeness, and straightforwardness. Further, Extraversion Agreeableness, and Neuroticism negatively predicts academic achievement of students. Conscientiousness positively predicts academic achievement.

**Conclusion:**

The results revealed significant relationship between personality traits and academic performance the results also reveal that impulsivity shows CGPA has significant relationship with agreeableness, Extraversion and conscientiousness. CGPA has no relationship with

Openness and neuroticism. Moreover, the results revealed significant gender differences among the participants who were used to study the impact of personality traits on their academic performance. Males have more agreeableness and conscientiousness in their personalities as compared to women. All these findings are also supported by literature.

### **Strengths**

The strengths of the study include:

1. Data was collected from different institutions including different universities and colleges.
2. Standardize measuring tools were used in the study that includes demographic form and Big Five Inventory
3. Both males and females were catered in this study.
4. The sample for this study was recruited from one city of Pakistan i.e. Lahore which could help in generalizing the results because it is a metropolitan city.

### **Limitations**

The finding of this study contain certain limitations.

1. The questionnaires were in proficient English language so there is a language barrier for few of the students.
2. The given time was short to conduct this study.
3. The outbreak of another wave of covid-19 due to which a lot of difficulties were faced in data collection.

### **Recommendations**

Recommendations for this research are as follows:

1. Further studies should continue to explore the relationship between personality traits and their impact on students' academic achievement among students have limited researches in Pakistan till now.
2. In order to make the data more generalizable, sample should be gathered from different areas of Pakistan.

### **Implications**

As the results determine that there is a significant impact of personality traits i.e., agreeableness, extraversion, openness, neuroticism, conscientiousness on students' academic achievement. It will allow the future researches to focus on this aspect of the study, explore it and further elaborate it. Further researches will be able to focus on developing interventions to investigate the further impact of these traits on students' academic achievement would help them evaluate other factors that impact their academic achievement too. Researchers would also be able to understand the gender differences and age as some factors that have some impact on students' academic performance.

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# **APPENDICE- A**



## CONSENT FORM

I have clearly understood all the terms and conditions of the research I have been given the right to satisfy all my queries with respect to the research. I voluntarily agree to participate in the project. I have been assured that my confidentiality shall not be breached. I am aware of my right to withdraw at any point during the research without the fear of being penalized. The use of the data in research, publications, sharing and archiving has been explained to me. I, along with the Researcher, agree to sign and date this informed consent form.

**Signature of Participant:** \_\_\_\_\_

**Signature of Researcher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# **APPENDICE-B**

## Correlations

### Descriptive Statistics

	Mean	Std. Deviation	N
CGPA	2.97	.903	154
Agreeableness	29.2727	3.25049	154
Extraversion	22.8377	3.49691	154
Openness	33.7468	3.59113	154
Neuroticism	24.5519	2.64462	154
Conscientiousness	26.3701	2.92376	154

		Correlations					
		CGPA	Agreeableness	Extraversion	Openness	Neuroticism	Conscientiousness
CGPA	Pearson Correlation	1	.003	-.198*	.048	-.143	-.050
	Sig. (2-tailed)		.970	.014	.556	.077	.539
	N	154	154	154	154	154	154
Agreeableness	Pearson Correlation	.003	1	-.091	.158*	.170*	.194*
	Sig. (2-tailed)	.970		.262	.050	.035	.016
	N	154	154	154	154	154	154
Extraversion	Pearson Correlation	-.198*	-.091	1	.030	.145	-.148
	Sig. (2-tailed)	.014	.262		.712	.072	.067
	N	154	154	154	154	154	154
Openness	Pearson Correlation	.048	.158*	.030	1	.141	-.005
	Sig. (2-tailed)	.556	.050	.712		.080	.954
	N	154	154	154	154	154	154
Neuroticism	Pearson Correlation	-.143	.170*	.145	.141	1	.157
	Sig. (2-tailed)	.077	.035	.072	.080		.052
	N	154	154	154	154	154	154
Conscientiousness	Pearson Correlation	-.050	.194*	-.148	-.005	.157	1
	Sig. (2-tailed)	.539	.016	.067	.954	.052	
	N	154	154	154	154	154	154

\*. Correlation is significant at the 0.05 level (2-tailed).

## T-Test

### Group Statistics

	MALE, FEMALE	N	Mean	Std. Deviation	Std. Error Mean
CGPA	MALE	78	2.69	.958	.108
	FEMALE	76	3.25	.751	.086
Agreeableness	MALE	78	30.1282	2.99072	.33863
	FEMALE	76	28.3947	3.29071	.37747
Extraversion	MALE	78	22.5641	2.60663	.29514
	FEMALE	76	23.1184	4.22048	.48412
Openness	MALE	78	33.4872	3.99592	.45245
	FEMALE	76	34.0132	3.12621	.35860
Neuroticism	MALE	78	24.5385	2.75724	.31220
	FEMALE	76	24.5658	2.54210	.29160
Conscientiousness	MALE	78	27.5128	2.65674	.30082
	FEMALE	76	25.1974	2.72773	.31289

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			95% Confidence Interval of the Difference			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
CGPA	Equal variances assumed	4.284	.040	-4.015	152	.000	-.558	.139	-.832	-.283
	Equal variances not assumed			-4.028	145.372	.000	-.558	.138	-.831	-.284
Agreeableness	Equal variances assumed	.636	.426	3.423	152	.001	1.73347	.50647	.73283	2.73411
	Equal variances not assumed			3.418	149.795	.001	1.73347	.50711	.73147	2.73547
Extraversion	Equal variances assumed	17.104	.000	-.983	152	.327	-.55432	.56369	-1.66799	.55935
	Equal variances not assumed			-.978	124.376	.330	-.55432	.56700	-1.67653	.56789
Openness	Equal variances assumed	3.950	.049	-.908	152	.365	-.52598	.57914	-1.67019	.61823
	Equal variances not assumed			-.911	145.271	.364	-.52598	.57732	-1.66702	.61506
Neuroticism	Equal variances assumed	.004	.952	-.064	152	.949	-.02733	.42765	-.87223	.81758
	Equal variances not assumed			-.064	151.542	.949	-.02733	.42720	-.87136	.81670
Conscientiousness	Equal variances assumed	.192	.662	5.336	152	.000	2.31545	.43389	1.45821	3.17269
	Equal variances not assumed			5.335	151.582	.000	2.31545	.43404	1.45790	3.17300

Activate Windows

# **APPENDICE-C**

## BIG FIVE INVENTORY (BFI)

### Reference

John, O. P., & Srivastava, S. (1999). [The Big-Five trait taxonomy: History, measurement, and theoretical perspectives](#). In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (Vol. 2, pp. 102-138). New York: Guilford Press.

### Description of Measure:

44-item inventory that measures an individual on the Big Five Factors (dimensions) of personality (Goldberg, 1993). Each of the factors is then further divided into personality facets.

The Big Five Factors are (chart recreated from John & Srivastava, 1999):

<b>Big Five Dimensions</b>	<b>Facet (and correlated trait adjective)</b>
Extraversion vs. introversion	Gregariousness (sociable) Assertiveness (forceful) Activity (energetic) Excitement-seeking (adventurous) Positive emotions (enthusiastic) Warmth (outgoing)
Agreeableness vs. antagonism	Trust (forgiving) Straightforwardness (not demanding) Altruism (warm) Compliance (not stubborn) Modesty (not show-off) Tender-mindedness (sympathetic)
Conscientiousness vs. lack of direction	Competence (efficient) Order (organized) Dutifulness (not careless) Achievement striving (thorough) Self-discipline (not lazy) Deliberation (not impulsive)
Neuroticism vs. emotional stability	Anxiety (tense) Angry hostility (irritable) Depression (not contented) Self-consciousness (shy) Impulsiveness (moody) Vulnerability (not self-confident)
Openness vs. closedness to experience	Ideas (curious) Fantasy (imaginative) Aesthetics (artistic) Actions (wide interests) Feelings (excitable) Values (unconventional)

For more information about the Big Five, visit this website:  
<http://www.uoregon.edu/~sanjay/bigfive.html#where>

Ac  
Go

Scale:

### The Big Five Inventory (BFI)

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

Disagree strongly 1	Disagree a little 2	Neither agree nor disagree 3	Agree a little 4	Agree Strongly 5
---------------------------	---------------------------	------------------------------------	------------------------	------------------------

I see Myself as Someone Who...

- |  |  |
|--|--|
| ___ 1. Is talkative                            | ___ 23. Tends to be lazy                           |
| ___ 2. Tends to find fault with others         | ___ 24. Is emotionally stable, not easily upset    |
| ___ 3. Does a thorough job                     | ___ 25. Is inventive                               |
| ___ 4. Is depressed, blue                      | ___ 26. Has an assertive personality               |
| ___ 5. Is original, comes up with new ideas    | ___ 27. Can be cold and aloof                      |
| ___ 6. Is reserved                             | ___ 28. Perseveres until the task is finished      |
| ___ 7. Is helpful and unselfish with others    | ___ 29. Can be moody                               |
| ___ 8. Can be somewhat careless                | ___ 30. Values artistic, aesthetic experiences     |
| ___ 9. Is relaxed, handles stress well         | ___ 31. Is sometimes shy, inhibited                |
| ___ 10. Is curious about many different things | ___ 32. Is considerate and kind to almost everyone |
| ___ 11. Is full of energy                      | ___ 33. Does things efficiently                    |
| ___ 12. Starts quarrels with others            | ___ 34. Remains calm in tense situations           |
| ___ 13. Is a reliable worker                   | ___ 35. Prefers work that is routine               |
| ___ 14. Can be tense                           | ___ 36. Is outgoing, sociable                      |
| ___ 15. Is ingenious, a deep thinker           | ___ 37. Is sometimes rude to others                |
| ___ 16. Generates a lot of enthusiasm          | ___ 38. Makes plans and follows through with them  |
| ___ 17. Has a forgiving nature                 | ___ 39. Gets nervous easily                        |
| ___ 18. Tends to be disorganized               | ___ 40. Likes to reflect, play with ideas          |
| ___ 19. Worries a lot                          | ___ 41. Has few artistic interests                 |

Ac  
Go

\_\_\_20. Has an active imagination

\_\_\_21. Tends to be quiet

\_\_\_22. Is generally trusting

\_\_\_42. Likes to cooperate with others

\_\_\_43. Is easily distracted

\_\_\_44. Is sophisticated in art, music, or literature

**Scoring:**

BFI scale scoring ("R" denotes reverse-scored items):

Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36

Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42

Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R

Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39

Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44

# **APPENDICE-D**

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Psychology

Angela Hill

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