



Effect Of Personality Traits On Academic Performance

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Abstract

Personality affects us in every aspect of life. Therefore, in this study we want to investigate what effect personality has on academic performance? The purpose of this study was to investigate the effect of big five personality traits on academic performance. Present study based on the reviews of the previous studies. After reviewing numerous research papers, this review paper indicates that among the five personality traits, Conscientiousness, agreeableness, and openness as more important in academic performance. Apart from this, neuroticism does not have any positive effect on academic performance. Present paper also reveals certain differences in personality traits across genders. Male students' academic performance is influenced by agreeableness, extraversion, emotional stability and conscientiousness. Conversely, Openness had an impact on female students' academic performance. The only characteristic that had an impact on both male and female students' academic performance was conscientiousness.

Keywords: Personality traits, Academic performance, Impact, OCEAN

Introduction

Academic performance refers to the level of achievement that student express in their educational goals. It's a means of measuring the mental and learning level achieved by students in the process of education and it's considered a key indicator of the efficacy of educational institutions. Academic performance is the extent to which institution; teacher and student have achieved their short or long-term educational pursuits. Education officials measure student's achievement through classroom performance and results from standardized tests. The present and future of any student depends on how they perform in their academics (Kell et al., 2013). When people hear about academic performance, most people think about the student's GPA. Though, many factors indicate a student's academic success. If you are asked to quickly tell about some factors that can get you good grades and success in your class then you will guess about your intelligence first. But only level of intelligence doesn't assess our academic grades. There have been many research studies in the field of education that show the importance of personality traits and satisfaction in academic performance. Additionally, personality has been identified as a variable that can influence academic performance. All the students behave and perform in their specific way in class because of personality traits and different styles of learning.

Before we move ahead, let us know what personality is, we can explain personality as the way any person behaves, thinks, feels, perceive things and talks that shows his or her differences. Every person is different from another person because of his or her unique qualities and it is because of his uniqueness that person can be identified differently from others. Basically the meaning of personality according to Allport (1937) is, 'personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to the environment'. Personality is a unique organized collection of

permanent and consistent characteristics which makes people different from each other. Personality traits reflect the characteristics of a person like behavior, thoughts, feelings etc, it also reveal basic dimensions on which people are different from other (Matthews et al., 2003). We can define personality traits as group of our personal characteristics, emotions as well as our way to handle sudden situations. We can describe behavior of any individual and also able to understand individual differences and way of decision making by using these personality traits.

We can define personality types in many ways, but most often we define personality as five major personality traits. These are openness, conscientiousness, extroversion, agreeableness and neuroticism. In this research study, we will examine what effect these five factors have on academic performance. We want to see the effect of OCEAN model given by McCrae and Costa (1987) in this research study on academic performance. That is why in this paper we will discuss the meaning, importance of big five personality traits and the impact of this model on academic performance. According to the OCEAN model of personality, everybody owns different levels of five basic traits. Like other personality theories, OCEAN model also posits that personality factors are influenced by nature and nurture. There are many ways to know about the type of our personality. Now we will discuss in detail about the five personality traits of the OCEAN Model.

1. Openness to experience

Openness to experience signifies how a readiness to try new things and the ability to involve in abstract and multifaceted ideas. Common traits related to a high openness to experience value include: Perceptiveness, creative, drive for exploration, intelligent. Those persons high on this trait enjoy artistic thing, easily connect themselves to new people, like learn new things. Low on this trait means individual likes routine and tradition and also focus on logical ideas.

2. Conscientiousness

Conscientiousness states to person's wish to hardworking and careful. High on conscientiousness personality traits can achieve long term goals as they are self-disciplined. Common traits related to conscientiousness include: self-control, reliable, trustworthy, perseverance, organized, goal-oriented. Those people are high on conscientiousness are very goal determined. Those people score low in conscientiousness tend to procrastinate and be more impulsive.

3. Extroversion

Extrovert individuals are good in social interactions, social events, seek out opportunities to meet new people, talkative, friendly etc. While those individuals who score low on extroversion like spending time alone. Highly extrovert persons like public events and like to meet new people. Extrovert people process their ideas externally but introverts process their ideas internally and they are very much aware about the words they used when talk with others.

4. Agreeableness

High on this trait person consider other's desires than their own desires, they are altruistic, kind, selfless, humble. They have high level of empathy, able to take care of others and understand other's perspective also. Low on agreeableness shows self-importance, may frequently challenge social ideas and norms.

5. Neuroticism

High on this trait are filled with powerful negative emotional reactions and low in self-management. Common traits related to neuroticism include: clumsiness, anxiety, suspicion, Jealousy, Pessimism, Unpredictability, Self-doubt, mood swings, irritability, sadness and Apprehension.

Literature Review

Multiple studies have shown that academic achievement is strongly correlated with personality traits, though systematic review (Poropat, 2009) give a more or less reliable representation of the connection between personality and academic success. In academic success of the students personality plays a major role. Marcela (2015) found a significant positive relationship with Conscientiousness and Openness and academic achievement of university students and for attaining high levels of academic achievement these personality traits help students to enhance their process of learning.

O'Connor and Paunonen (2007) reviewed empirical researches and showed Conscientiousness strongly and consistently associated with academic success. Additionally Openness positively correlated with scholastic achievement, literature also indicates that personality traits of big five factors are robust predictors of academic performance. Study given by Nye et al. (2013) shows that based on the results obtained from Unified State Examinations, personality can predict educational outcomes. These four traits: Introversion (negative relationships), Agreeableness, Neuroticism, and Openness to experience found statistically significant with academic success. Personality traits emerged as key concepts in studies of academic performance. Outcomes of the study show the importance of personality as related variables and can positively influence student's academic performance by oneself (Nauzeer and Jaunky, 2021).

However, according to Ramalingam (2014), physiotherapy students' openness to experience and emotional personality traits including sociability and well-being is a strong predictor of academic self-efficacy. However, the only personality trait that had an impact on academic achievement in terms of GPA was neuroticism. Just like that Hayat et al. (2020) did a research study on 'the predictive role of personality traits on academic performance of medical students. The findings showed that students' academic performance was significantly positively and directly impacted by openness, agreeableness, conscientiousness and self-efficacy. Consequently, it may be said that college performance will be higher for students who possess particular personality traits like conscientiousness, openness, and agreeableness. Those students are poor in academics are extraverts and socially skillful, while those students enjoy academic achievement are ambitious and organized (Giles & Bailleux, 2001). In addition, study has shown that the personality traits and different styles of learning were significantly correlated with academic performance (Chamorro-Premuzic & Furham, 2003).

Stajkovic et al. (2018) did a research study on influence of big five personality traits and self-efficacy on academic performance and findings showed that self-efficacy positively related with academic performance and conscientiousness and emotional stability predicts self-efficacy and academic performance.

Another study given by Bhatti et al. (2018) on 'Personality and academic performance among graduate students'. The study's conclusions show that extraversion and openness have a positive and significant association with academic performance. Those students scored high on openness to experience, their academic outcomes are better than others and they are innovative and creative as well. Conversely, students with high levels of extraversion dedicate time to extracurricular and social activities, which motivates them to study harder. Extroverts also consistently perform well academically and are more gregarious and friendly within their groups, which gives them confidence and improved communication skills. Similarly, most common personality traits showed by the students are Openness and Conscientiousness (Khan et al., 2018). Komarraju et al. (2009) indicated conscientiousness and openness emerged as predictor of intrinsic motivation; conscientiousness and extraversion emerged as predictors of extrinsic motivation; and conscientiousness and agreeableness emerged as predictor of motivation. Other than this, conscientiousness, openness, neuroticism, and agreeableness emerged as predictor of GPA. It was shown that conscientiousness acted as a partial mediator in the association between GPA and intrinsic motivation to achieve.

Studies also reveal certain differences in personality traits across genders. Male students' academic performance is influenced by agreeableness, extraversion, emotional stability and conscientiousness. Conversely, Openness had an impact on female students' academic performance. The only characteristic that had an impact on both male and female students' academic performance was conscientiousness (Khan, 2020). Furnham et al. (2003) did a study and showed that personality related to intelligence. Academic performance was strongly associated with both gender and personality traits (extraversion negatively correlated, conscientiousness positively correlated). Furthermore, gender, cognitive ability, and beliefs about intelligence are not as good indicators of academic success as the big five personality traits are. The study given by Ali et al.

(2021) shows gender did not directly affect students' grades, but it did have a considerable overall impact on personality traits and the academic program. Besides, personality traits not significantly and directly influence students' academic performance.

Through a Path Analysis, Shokri et al. (2008) found that personality traits play a role in improving academic performance, and that gender has an added effect. Only the conscientiousness and neuroticism categories showed a significant indirect and overall effect of gender on academic performance. Extraversion, conscientiousness, agreeableness, neuroticism, and openness to experience all have a major direct impact on academic success. The results of this study further highlighted the function that neuroticism and conscientiousness traits play as mediators in the association between academic performance and gender. Furthermore, these results demonstrated that personality factors have a gradual and independent impact on academic performance. A study has also been conducted by Riba et al. (2020), the results of which shows that agreeableness is the most important personality trait, among males and females, high conscientiousness was the least important personality trait. Additionally agreeableness and conscientiousness significantly correlated with Openness, whereas agreeableness was found as significantly associated with neuroticism. Though, they are inversely related.

Jaber et al. (2022) demonstrated a significant correlation between personality traits and the academic performance of dentistry students, confirming that the student's personality traits is a significant predictor of academic performance and likely to help choose future intakes of students. Academic and clinical success predicted by competence, achievement, conscientiousness, and dutifulness in general. According to Chowdhury's (2006) research, every personality trait aside from extraversion strongly and positively predicted students' grades. Neuroticism and openness are stronger indicators of a student's final grade than conscientiousness and agreeableness, and they are positively correlated with academic ability. Pornsakulvanich et al. (2012) did a study and results indicated that personality traits are good indicators of affective and cognitive academic performance as compared with learning styles. Furthermore, compared to students in Communication Arts, Business Administration students scored higher on conscientiousness, agreeableness, and emotional stability. There were no significant differences between genders in learning styles, Academic performance was found to be significantly predicted by conscientiousness. Openness, conscientiousness and agreeableness were the personality traits that significantly predicted academic performance in the cognitive domain, whereas affective academic performance was significantly predicted by openness, emotional stability, agreeableness, Conscientiousness.

There is another similar empirical study which shows that when compared to other dimensions, conscientiousness is the most highly correlated personality trait with GPA among the Big Five. (Ibrahim et al., 2014). Another study that used regression analysis, as reported by Geramian et al. (2012), examined the connection between international students' personality traits and their academic success. Researcher used students' CGPA as criteria for their academic performance. Outcomes of the study showed that Conscientiousness, Openness, and Agreeableness predict academic success. Also CGPA is positively and significantly correlated with agreeableness, openness and conscientiousness. According to John et al. (2020), conscientiousness and agreeableness are positively correlated with academic success, but openness to experience is the strongest. However, it was discovered that there was no meaningful relationship between extraversion and neuroticism with academic success.

There are also conflicting studies that question the influence of personality factors on academic achievement. Similarly Tang (2020) showed teamwork competencies as good predictor of academic performance than personality traits. Academic performance significantly affected by focus and commitment than any other factors. The findings of Inte (2020) indicated insignificant difference was found in personality traits. It was discovered that there is no association between overall personality traits and academic performance across all grade levels. The results also indicated that the respondents' levels of extraversion, conscientiousness, agreeableness, and openness to new experiences are all somewhat high, as is their degree of emotional stability. Emotional stability was the least dominant personality trait, whereas agreeableness was the most dominant. Students also have moderately high level of conscientiousness, agreeableness, openness to experiences and extraversion and slightly high level of emotional stability. Lui (2020) did a research and regarding to the result of this current study, neuroticism, openness and extraversion not significantly predicted

university student's average GPA. Findings also showed that conscientiousness and agreeableness significantly and positively predicted university student's average GPA. But no factor was found to mediate the relationship between conscientiousness and academic performance.

Conclusion

In the present research study we want to see whether personality traits have an impact on the academic performance of students or not. This review of literature on personality traits gives insight to academic performance. There are many personality factors which affect academic performance. After studying all the researches and checking their results and conclusions, it can be said that most of the researches consider the effect of personality traits on the academic performance of students. Based on the results obtained, we have come to the conclusion that Conscientiousness is very important among students because the students who have high Conscientiousness are more hardworking and more serious about their studies, do their work on time, and are less distracted by unnecessary actions. Therefore, personality traits serve more purposes than only characterizing individuals. It really assists people to forecast the kinds of professions and activities that a person will enjoy as well as how effective a worker they would be. Thus, it can be said that students' various personality traits have an impact on how well they perform academically. In certain cases, these features can help students achieve high grades, but in other cases, they might cause issues when they try to perform well in a classroom. According to the current study, students with neurotic traits struggle academically. Apart from this, there are some studies which do not consider any effect of personality traits on academic performance. Although such researches are very less. So in the end we would like to suggest that most of the papers we have reviewed on this topic have considered Conscientiousness, agreeableness, and openness as more important in academic performance. Apart from this, neuroticism does not have any positive effect on academic performance.

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