

# RELATIONSHIP BETWEEN STUDENTS' PERSONALITY TYPES AND THEIR ACADEMIC ACHIEVEMENT IN COLLEGES OF TEACHERS' EDUCATION

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**Abstract** *This study sought to investigate the relationship between students' personality types and their academic achievement in Colleges of Teachers' Education, Western Ethiopia. Three colleges of teachers' education, namely DambiDollo, Shambu, and Nekemte, were selected by purposive sampling technique. The study employed correlation research design. The sample size was 351 trainees. A standard questionnaire was used as the instrument for collecting data from the students, while interviews were conducted with the teachers. Validity of the instruments was checked through experts in research and piloting. Quantitative data analysis was carried out using descriptive and inferential statistics such as percentages, mean, standard deviation, Pearson correlation, regression, and one-way ANOVA test. The study established that neuroticism and extroversion were negatively related to academic achievement, whereas conscientiousness, agreeableness, and openness have a positive association with academic achievement. Conscientiousness personality type was the best and strongest individual predictor of academic achievement at the colleges of teachers' training. Therefore, it is important to institutionalise the trait of conscientious during the initial years of education, by presenting appropriate conscientious role models or encouraging conscientious people. Findings of this study emphasise the necessity of informing curriculum developers of the personality traits and individual differences of learners, to help them take such differences into account and be more flexible while developing educational curriculums.*

**Keywords:** *Personality, Achievement*

## INTRODUCTION

Improving the quality of education and investment on educational and human resources are regarded as effective factors paving the way for a country's development. Hence, improvement of students' academic achievement is also among the basic goals of educational planning. It is through academic achievement that students can fully actualise their talents and capabilities in line with the educational goals. In fact, academic achievement is considered as one important criteria of educational quality. Thus, learners are different across a vast range of variables. They are different in terms of personality characteristics, family backgrounds, age, gender, and so on. They also exhibit different attitudes and emotional responses to the environment. Students have distinctive personality characteristics, which makes them prepared for having different worldviews, and thus for behaving differently in various social and educational settings (Goleman, 1995). Predictors of academic achievement often lay on a continuum, with cognitive measures, intelligence,

and mental abilities at one extreme, and non-cognitive variables, such as personality characteristics, socioeconomic status, and so on, at the other end (Paunonen & Ashton, 2001).

According to Lesson, Ciarrochi and Heaven (2008), there is consensus that intelligence is an important predictor of academic performance. However, Bratko, Chamorro and Saks (2006) noted that cognitive ability alone is insufficient for students to be successful in academic achievement. Recent research showed that there are non-cognitive factors responsible for high academic performance: motivation, emotional intelligence, creativity, and positive thinking. Along with these, personality is now an important factor studied in relationship with academic performance (e.g. Heaven, Ciarrochi & Vialle, 2007; Wagerman & Funder, 2007; Paunonen & Ashton, 2001, O'Conner & Paunonen, 2007; Chamorro-Premuzic & Furnham, 2005).

Personality traits reflect people's characteristic pattern of thoughts, feelings, and behaviours. The effect of childhood

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personality on achievement is worthy of attention, because school adjustment and academic performance are believed to have cumulative effects in the course of time (Caspi, Roberts & Shiner, 2005). In psychology, the Big Five personality factors can be described as the five dimensions of personality that is used to describe the human personality. These five-factor theories of personality represents five core traits, which are stated as follows.

Neuroticism reflects individual differences in one's disposition towards constructing, perceiving, and feeling realities in threatening, disturbing, or problematic ways (Koning et al., 2012). Extroversion describes the intensity and quality of an individual's relationship to the environment; extroverted people seek a connection with the environment and are warm, energetic, and sociable (Klinkozs et al., 2006). Openness to experience reflects an individual's broad-mindedness, depth of attitude, and penetrable awareness; it is a need for generalising and testing out experiences (Engler, 2009). Conscientiousness represents an individual's accountability, academic persistence, and ability to organise information (Heaven, Ciarrochi & Vialle, 2007). Agreeableness refers to interpersonal relationships and is described by traits such as sympathy, altruism, honesty, sense of cooperation, and hospitality (Mc Crae & John, 1992).

Kline (1977) defined personality as "those aspects of an individual's behavior, attitude, beliefs, thoughts, actions and feelings which are seen as typical and distinctive of that person and recognized as such by that person and others". Based on this definition, each person has types of personalities that are exclusive to them. Thus, personality is a criterion reference for knowing, understanding, or evaluating a person. It depends on the psychophysical development of a person. It includes a person's nature, character, intelligence, interest, attitude, aptitude, expectation, ideals, and so on (Kour & Sharma, 2013). Personality of an individual is strongly determined by the genetic factors. However, the environmental factors cannot be ignored (Kour & Sharma, 2013; Chamorro-Premuzic & Furnham, 2005). This means that early experiences at home, neighbourhood, and schools lay the foundation for personality.

Academic achievement is the outcome of education, the extent to which a student, teacher, or institution has achieved their educational goals. It is commonly measured by examinations or continuous assessment. However, there is no general agreement on how it is best tested or which aspects are more important, procedural knowledge such as skills or declarative knowledge such as facts (Bratko, 2006). A large pile of previous studies show a positive association between academic achievement and personality type (Lesson, Ciarrochi & Heaven, 2008; Chamorro & Furnham, 2003a, Chamorro & Furnham, 2003b). Big Five traits measurement is powerful enough to explain a moderate percentage of the variance in academic achievement (Chamorro & Furnham, 2005). Similarly, Costa and McCrae

(1992) demonstrated that there was a strong relationship between the five-factor model of personality and academic achievement.

## STATEMENT OF THE PROBLEMS

The continuity of the effect of personality trait on achievement criteria is worthy of attention, because school adjustment and academic performance are believed to have cumulative effects in the course of time (Caspi, Roberts & Shiner, 2005). They shed light on the processes that can explain the relationships between personality traits and academic achievement in schools or occupational settings. According to the authors, the association between personality and academic achievement may be one of charm, i.e. people choose environments which are consistent with their personalities. When achievement criteria and personality characteristics overlap, personality and academic achievement may be directly related.

Prior research has established that the Big Five personality factors are apparently related to academic performance. However, the model of relationships among these factors is inconsistent, and not much is known about the joint influence of personality traits on academic achievement. In addition, it is not known how personality traits mediate academic performance. In the current research, the researcher sought to fill this gap in literature by directly examining relationships between personality types and academic achievement. Moreover, in developing countries like Ethiopia where the literacy rate is very low and people come from different socio-economic backgrounds, it becomes imperative to study the factors that influence the performance of the individuals in their educational achievement. It is important to know why some students get good grades while others do not, while studying in the same environment. Therefore, the researcher was attracted to conduct a study on the relationship between students' personality types and their academic achievement.

## OBJECTIVES OF THE STUDY

### General Objectives

The main objective of this study is assessing the relationship between students' personality types and their academic achievement in colleges of teacher's education.

### Specific Objectives

The specific objectives of the study are:

- To describe different personality traits (as described in Five Factor Theory) among college students.
- To examine the degree of relationship between students' personality traits and their academic achievement in colleges of teacher's education.

- To determine the extent of students' personality traits in predicting better academic achievement of students in colleges of teacher's education.

## SCOPE OF THE STUDY

The study was carried out in Wollega Zones colleges of teacher's education. The study was limited to three colleges, namely Nekemte, DambiDollo, and Shambu Teachers' Education Colleges. In terms of variable, the study was aimed at assessing the relationship between students' personality types and their academic achievement. Academic performance is considered an intellectual competence indicator.

## RESEARCH METHODOLOGY

### Research Design

In this study, correlation research design was employed. Gay, Mills and Airason (2009) explained that correlation research enables the researcher to describe the relationship between variables and to determine the level or degree of association. In light of this, the study attempted to utilise concurrent mixed research design, which involves mixing qualitative and quantitative data. Hence, the integration of the data was made in the stages of analysis and interpretation of the research (Creswell, 2006). The reason behind employing mixed research design was for the purpose of triangulation.

### Source of Data

In this study, both primary and secondary data were used. Primary data were collected from college students and teachers. Secondary data were collected by direct access to the registrar office of the colleges to get relevant information regarding GPA of students. Moreover, the information derived from the secondary sources of data was collected from different published and unpublished materials written by different scholars.

### Sample Size and Sampling Techniques

There are three colleges of teachers' education in Wollega zones, the Western part of Ethiopia. Purposive sampling method was employed for selecting the research sites (colleges). The reason behind selecting these colleges is that they are the only available colleges in the area offering training for teachers. The total population of students in the study area was 4,002. The researcher employed Krejcie and Morgan (1970) sampling formula to determine sample size using the population from the three colleges. To include students from each department as a sample, stratified random

sampling technique was used. Then, a total of 351 sample population was drawn from the stratum using simple random sampling techniques.

Krejcie and Morgan (1970) used the following formula to determine sample size:

$$S = \frac{X^2NP}{1-P} + d^2(N-1) + X^2P(1-P)$$

Where, S=required sample size,  $X^2$ =table value of chi-square for 1 degree of freedom at desired confidence level (3.841), N=population size, P=population proportion, d=degree of accuracy expressed as a proportion. Source: Krejcie and Morgan, 1970.

### Data Collection Instruments

The questionnaire is considered the heart of a survey operation, because large samples can be made use of, and thus, the results are more dependable and reliable. In addition, collecting data through questionnaires is also relatively economical, and probably is the most common data collection method in descriptive survey (Kothari, 2004). Accordingly, a close-ended standard questionnaire, which was adopted from Costa and McCrae (1992), was used to measure personality traits of respondents. Close-ended questions have the advantages of easy handling, are simple to answer, and are quick and relatively inexpensive to analyse (Kothari, 2004).

Revised NEO Personality Inventory (NEO-PI-R) is a standard tool that assesses the five personality domains, as well as the most important traits or facets that are specific to each domain, thus allowing a comprehensive assessment of adult personality (Costa & McCrae, 1992). It is scored on a five-degree Likert-type scale, ranging from 1 (completely disagree) to 5 (completely agree). Moreover, a semi-structured interview schedule was conducted with six college teachers. The rationale was that it has the advantage of flexibility for participants to give their opinion, and provides the opportunity to express their feelings, perceptions, problems, and intentions. Inclusion of semi-structured interview in the study enabled the researcher to cross-check the data collected through the questionnaire, and was used to elicit additional ideas from the respondents.

### Validity and Reliability Checks

The reliability of the instrument was checked through a pilot test before it was used for actual data collection purposes. The questionnaires were distributed to 20 students and the reliability analysis was carried out by using Cronbach alpha. Accordingly, the average Cronbach alpha value of the reliability tests was 0.854, which was in the acceptable range.

## Variables of the Study

Independent variables of the study were the Big Five personality types: neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. The dependent variable of the study was academic achievement of students as measured by their GPA in the year 2019.

## Methods of Data Analysis

The quantitative data collected through the questionnaire were filled into SPSS version 20. Analysis of quantitative and qualitative data was carried out concurrently and then integrated. Descriptive statistics such as percentage, mean, and standard deviation were used to describe the variables.

Inferential statistics, such as one-way ANOVA, Pearson correlation, and stepwise regression were used to analyse differences, examine the extent of relationships, and to predict the variables.

## RESULT

### Characteristics of Respondents

The questionnaire was distributed to 351 students. Among these research participants, 98 (27.9%) respondents were from DambiDollo, 116 (33%) from Shambu, and 137 (39%) from Nekemte teachers' college. Thus, out of the total number of questionnaires dispatched, 351 (100%) respondents filled and returned the questionnaire.

**Table 1: Characteristics of the Respondents**

N	Variables		Colleges						Total	
			DambiDollo		Shambu		Nekemte		F	%
			F	%	F	%	F	%		
1	Sex	Male	60	61.2	68	58.6	73	53.3	201	57.3
		Female	38	38.8	48	41.4	64	46.7	150	42.7
2	Age in Years	≤ 20	13	13.3	17	14.7	21	15.3	51	14.5
		21–25	85	86.7	99	85.3	116	84.7	300	85.5
3	Programme	Regular	85	86.7	104	89.7	116	84.7	305	86.9
		Extension	13	13.3	12	10.3	21	15.3	46	13.1
4	Year of Study	Year I	4	4.1	6	5.2	11	8.0	21	6.0
		Year II	74	75.5	91	78.4	86	62.8	251	71.5
		Year III	20	20.4	19	16.4	40	29.2	79	22.5
5	CGPA	2.00 – 2.49	18	18.4	16	13.8	20	14.6	54	15.4
		2.5 – 2.99	10	10.2	30	25.9	52	38.0	92	26.2
		3.00– 3.49	33	33.7	17	14.7	40	29.2	90	25.6
		3.50– 4.00	37	37.8	53	45.7	25	18.2	115	32.8
	Total		98	100	116	100	137	100	351	100

Key: CGPA=Cumulative Grade Point Average, F=Frequency, %=Percentage.

Out of the 351 participants, a majority of the respondents 201 (57.3%) were male. Relatively, the female respondents were low in number, constituting 150 (42.7%). Regarding the age structure, only 51 (14.5%) were below 20 years, 300 (85.5%) were between 21 and 26 years. This reflects that a majority of the colleges was occupied by those students who had young life experiences. Among these research participants, a majority 305 (85.9%) were regular students, while 46 (13.1%) were extension programme students.

Concerning years of studies, a majority of the respondents 251 (71.5%) and 79 (22.5%) were year II and year III students, respectively. Relatively longer year of study in the system might help students gain adequate experience and better understanding of the various problems and personality issues. Additionally, out of the total respondents, a majority 115 (32.8%) reported that their college CGPA lies between 3.50 and 4.00 and a significant number of students 90 (25.6%) had 3.00 to 3.49 CGPA. Only 15.4% and 26.2% of the respondents scored between 2.00 and 2.49, and 2.5 and 2.99 CGPA, respectively, in the three colleges of teachers' education.

## Description of Personality Types

**Table 2: Respondents' View on Personality Types**

N	Variables	Colleges	N	Mean (M)	SD	One-Way ANOVA Test		
						df	F-value	Sig.
1	Agreeableness	Dambidollo	98	5.00	0.00	348	306.68	.00
		Shambu	116	4.02	0.13			
		Nekemte	137	3.07	0.93			
2	Conscientiousness	Dambidollo	98	5.00	0.00	348	260.26	.00
		Shambu	116	4.61	0.48			
		Nekemte	137	3.21	0.92			
3	Openness	Dambidollo	98	3.79	0.41	348	28.14	.00
		Shambu	116	3.88	0.77			
		Nekemte	137	3.28	0.76			
4	Extraversion	Dambidollo	98	1.00	0.00	348	345.43	.00
		Shambu	116	1.13	0.33			
		Nekemte	137	3.12	1.10			
5	Neuroticism	Dambidollo	98	1.00	0.00	348	258.77	.00
		Shambu	116	1.59	0.49			
		Nekemte	137	3.14	1.10			

Key: SD= Standard Deviation, df= Degree of Freedom.

Results of statistical operations encompassing the means and standard deviation of all variables in the study are shown in Table 2. Respondents showed strong agreement towards agreeableness (M=3.91, SD=0.91). To check whether statically significant difference existed among the means of the three colleges, one-way ANOVA test was conducted. The results from SPSS showed that  $F(2, 348) = 306.68, p=0.00$ . This shows that there is no statically significant difference in the opinion of students in the three colleges. Similarly, respondents showed strong agreement towards conscientiousness and openness personalities, with

mean values of 4.17 and 3.62, respectively. The statistical one-way ANOVA result also signifies there is a significant difference in perception among means of three colleges at  $p$ -value  $<0.05$ . However, a majority of respondents showed disagreement to extraversion and neuroticism personalities, with mean values of 1.23 and 2.03, respectively. One-way ANOVA test results also show that there is no statistically significant difference within the three colleges. Therefore, most students of the three colleges are characterised by agreeableness, conscientiousness, and openness personalities.

## Correlations among Five Personality Variables

**Table 3: Correlations among Five Personality Variables (N=351)**

Variables		Academic Achievement	Agreeableness	Conscientiousness	Openness	Extraversion	Neuroticism
Academic Achievement		1	.418**	.569**	.410**	-.491**	-.522**
			.000	.000	.000	.000	.000
Agreeableness	r		1	.874**	.576**	-.895**	-.928**
	Sig			.000	.000	.000	.000
Conscientiousness	r			1	.604**	-.931**	-.891**
	Sig				.000	.000	.000
Openness	r				1	-.622**	-.479**
	Sig					.000	.000
Extraversion	r						.936**
	Sig						.000
Neuroticism	r						1

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

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

Table 3 depicts the correlation between academic achievement and personality variables, to establish that personality is one of the key predictors or indicators of academic success. Thus, correlation analysis indicates a significant interaction between academic achievement, conscientiousness, open to experience, and agreeableness. Academic achievement has a significant positive correlation with conscientiousness ( $r=.569$ ), agreeableness ( $r=.418$ ), and open to experience ( $r=.410$ ); it has a significant negative correlation with extraversion ( $r=-.491$ ) and neuroticism ( $r=-.522$ ). Neuroticism and extroversion were significantly and negatively related to academic achievement, whereas agreeableness, conscientiousness, and openness were positively related to academic achievement.

Conscientiousness is positively and significantly correlated with agreeableness ( $r=.874$ ), indirectly indicating that an agreeable personality can be a good academic achiever as well. Furthermore, it has significant positive correlation with openness to experience ( $r=.604$ ), but is negatively correlated with extraversion ( $r=-.931$ ) and neuroticism ( $r=-.891$ ). This factor has a significant negative correlation with neuroticism, which indicates that lack of emotional stability will be a hindrance to academic achievement. Neuroticism is accompanied by anxiety, fears, doubts, and other problems, which weaken academic performance in students suffering these disorders. Besides, Chomoro and Furnham (2003a) have shown that neuroticism is related to more classroom absence. Such undesirable outcomes can impede learners' path towards actualising their educational potential. This finding is consistent with the findings of Duff et al. (2004).

Similarly, Costa and McCrae (1992) highlight the role of conscientiousness as a domain-general trait that predicts conscientious behaviour across a broad class of achievement-related situations. This is one personality trait that speaks volumes about people's integrity and it is heartening to statistically prove that such students will be good academic performers. The conscientiousness dimension is associated with individuals who are methodical, organised, persistent, and focused on their goals. To this end, a teacher interviewee, who had more than 20 years' work experience, responded on the traits of successful students as follows:

*Some of the characteristics of successful students have been listed as: they are punctual and regular; they do their assignments timely and neatly; they seek extra help if need be; they are attentive, participative, courteous and polite; they learn to identify what needs*

*to be studied in greatest detail; they set short-term and long-term goals; they learn to schedule enough for homework; they enjoy being successful students; if they have to miss classes, they quickly cover the same as they know they are responsible for their own success.*

Additionally, the results in Table 3 show that agreeableness has a significant positive association with open to experience ( $r=.576$ ) and academic achievement. From this relationship, it is possible to infer that students with agreeableness personality type are geared towards academic success. Thus, agreeableness and openness have been seen as traits leading to the success of individuals possessing the same; and those who had a visible absence of these traits were more likely to face failure. For Dunsmore (2005), agreeableness is the attitude of people to interact with others. Individuals who are high on this dimension are considered friendly, trustworthy, and co-operative. They are also excellent team workers.

In Table 3, it is indicated that agreeableness has a negative association with extraversion ( $r=-.895$ ) and neuroticism ( $r=-.928$ ). Extroverted people are more likely to be impetuous, impulsive at solving problems, talkative, distracted, and externally motivated, thus being prone to lower academic achievement. This finding is in line with the findings of some researchers, such as Dunsmore (2005), who concluded that extroversion is linked to lower academic achievement at higher educational levels, especially at the college or university levels. This can be due to less emphasis on social relations and more on competition at higher education levels.

To determine the exact contribution of each variable to the criterion variable, Stepwise Regression was used. Firstly, the contribution of the total sum of predictive variables to the criterion variable was estimated, i.e. prediction variables were entered into the regression analysis based on their multiple-order and differential correlation coefficients in the correlation matrix. Tables 4 and 5 show the results of regression analysis for subsequent steps.

### Multiple Regression Analysis

This section analysed the Hierarchical Multiple Regression analysis of neuroticism, openness, conscientiousness, agreeableness, and extraversion in the study area. Multiple regression analysis is the multivariate statistical tool used to analyse the relationship between the dependent variable (academic achievement) and the five predictor variables.

**Table 4: Summary of Hierarchical Multiple Regression Analysis by Participants' Personality Traits (N=351)**

Model	Variable Entered	Adjusted R <sup>2</sup>	R <sup>2</sup> Change	Beta	T	Sig.	F	P
1	Agreeableness	.172	.175	.418	8.596	.000	73.894	.000
	Conscientiousness	.322	.324	.569	12.90	0.00	167.27	0.00
	Openness	.66	.068	.010	8.39	0.00	70.415	0.00
	Constant	0.478	0.48		2.29	0.00	65.255	0.00
	Extraversion	.239	.241	-.491	-10.522	0.00	110.709	0.56
	Neuroticism	.270	.272	-.522	-11.427	0.00	130.568	0.67

To test whether the personality traits significantly predict academic achievement both separately and jointly, a hierarchical multiple regression analysis was performed. Results of the regression analysis provided confirmation of the research hypothesis. It was found that conscientiousness significantly predicted academic achievement independently ( $\beta = .569$ ,  $t(348) = 12.90$ ,  $p < .01$ ), as did agreeableness ( $\beta = .418$ ,  $t(348) = 8.596$ ,  $p < .01$ ). The three predictor variables also significantly predicted academic achievement jointly ( $R^2 = .478$ ,  $F = 65.255$ ,  $p < .01$ ,  $\eta^2 = .31$ ). Addition of the openness to experience variable did significantly improve prediction ( $R^2$  change = .068,  $F = 70.41$ ,  $p < .05$ ). According to R Square values in Table 4, conscientiousness accounts for 56.9% of variance in academic achievement, which is significant. Agreeableness was entered in the next step; therefore, it was necessary that R Square change be calculated. R Square change indicates the difference between the R Square value in the new step and R Square value in the previous step, or put differently, it shows the specific R Square value at each step. However, the contribution of extraversion and neuroticism were not significant in the analysis, for they did not contribute to predicting academic achievement.

The multiple regression summary output for predicting academic achievement is also shown in Table 4. The complete model yields an  $R$  value of .697. This  $R$  value is quite helpful, because, when it is squared ( $R^2 = .486$ ), it provides the percentage of variance in the criterion, which means that the five predictor variables explain 48.6% of the variance. Results from regression analysis revealed that the personality traits accounted for 48.6% of variance in academic achievement. A simple way to explain this finding is that, first, there are many reasons that contribute to academic achievement (i.e., there is variance), and second, that we have identified some of the reasons, and not all the reasons (i.e.,  $R^2$  is not 1.00), but our predictive model is quite good because the five predictor variables explain or account for about 48.6% of the variance in academic achievement. If we can find other variables to explain the remaining 52.4% of the variance, we can predict academic achievement with a higher amount of certainty. Thus, the five independent variables provide an effective predictive model. Table 5 shows the analysis of the variance from the SPSS regression procedure.

**Table 5: Coefficients of Stepwise Regression Analysis for Academic Achievement by Personality Traits**

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	B	.824		2.295	.022
	Agreeableness	1.043	.125	.526	7.319	.001
	Conscientiousness	.903	.116	.855	7.810	.000
	Openness	.581	.083	.200	6.005	.040
	Extraversion	.373	.132	.103	8.604	.030
	Neuroticism	-1.255	.139	-1.390	-9.016	.020

a. Dependent Variable: CGPA

To interpret the information in Table 5, we first look at the  $t$  value calculation and its level of significance. The strongest predictor in the model is conscientiousness ( $t = 7.819$ ,  $p = .000$ ,  $\beta = 0.855$ ). Relatively, the high  $\beta$  provides information about the relative strength of each individual coefficient, and explains the contribution of each variable on the criterion. In this case, the high  $\beta$  is 0.855. Thus, conscientiousness is the best and strongest predictor of academic achievement or performance at the colleges of teachers' training. This finding was consistent with the

findings of many other researchers, such as Wagerman and Funder (2007); Chomoro and Furnham (2003a), and Bratko et al. (2006), who considered conscientiousness as the most reliable predictor of academic performance. Conscientious people are highly responsible, achievement-oriented, and industrious learners.

This relationship was in line with expectations, as conscientious learners are believed to do their academic tasks responsibly and improve their performance. Thus, conscientiousness contributed greatly to the prediction of

academic achievement. In support of this, one of the college teachers responded that:

*Students' higher academic performance emanates from their more effective study or reading habits at primary schools and their more concentration ability inside the classroom. Such characteristics make them determined and resolved to gain high academic attainments.*

Therefore, this study provides and extends support to those few empirical studies that have considered conscientiousness and academic competence beliefs together. Fewer still have attempted to predict academic achievement by a combination of conscientiousness, competence beliefs, and academic effort. Instead, most researchers have concentrated either on conscientiousness (e.g. in personality research) or on competence beliefs (e.g. in educational research) for a variety of reasons (theoretical and methodological rationales; research traditions) (Bratko et al., 2006).

## CONCLUSION

From ongoing analysis it was depicted that most students of the three colleges are characterised by agreeableness, conscientiousness, and openness personalities. The main aim of this thesis was to describe the underlying personality traits, and to investigate the relationship between academic achievement and personality traits. Personality types imply individual differences on various aspects. Several scholars have made a series of investigations on this issue and came up with different conclusions. In this finding, it is shown that agreeableness, conscientiousness, and open to experience personality types were correlated with students' high academic achievement. Among these personality types, the findings of this study revealed that conscientiousness was the most important predictor of academic achievement. Therefore, it is worthy of attention to try to institutionalise this trait during the initial years of education, by presenting appropriate conscientious role models and encouraging conscientious people. Findings of this study also emphasized the necessity of informing curriculum developers of the personality traits and individual differences of learners, to help them take such differences into account and be more flexible while developing educational curriculums.

## RECOMMENDATIONS

The following recommendations can be forwarded based on the results of the study.

- Seminars or workshops should be arranged by respective colleges, for both students and teachers, about personality traits and their impact on students' academic achievement. This is because teachers should not assume that students are a homogeneous

group; they may need different types of psychological techniques to perform well.

- It is worthy of attention to try to institutionalise the trait of conscientiousness during the initial years of education, by presenting appropriate role models or encouraging conscientious people. Findings of this study can emphasise the necessity of informing curriculum developers of the personality traits and individual differences of learners, to help them take such differences into account and be more flexible while developing educational curriculums.
- Students who are introverted are quiet and shy, and as a result, teachers overlook them in class participation. The teachers consider them low participating learners. Teachers should make them active participants and then explore their abilities to make them best academic performers.

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