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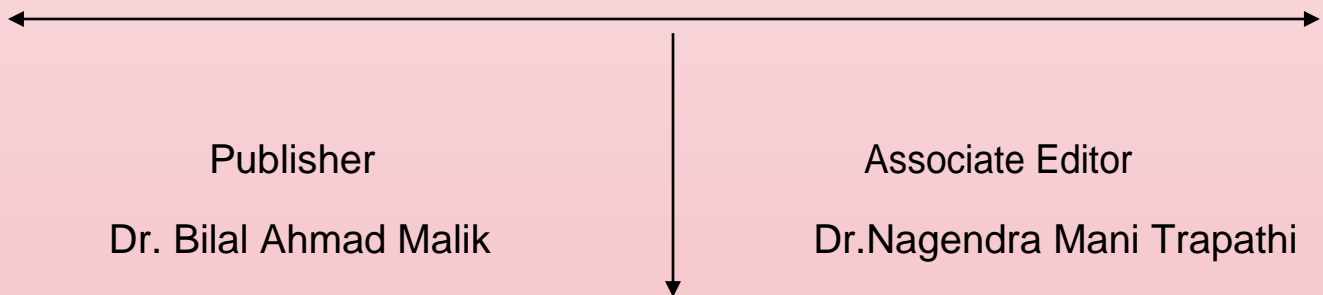
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A ROLE ON PERSONALITY TRAIT AND ACADEMIC ACHIEVEMENT OF STUDENT

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ABSTRACT

Several experts (Paunonen & Ashton, 2001, Laidra, Pullmann, & Allik, 2007,Komarraju et al., 2011 and others) noted a significant correlation between learning styles, personality traits and academic achievement. We decided to find out what is the relation between the Big Five personality traits (Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism) and different preferred learning strategies (Deep Processing, Elaborative Processing, Fact Retention, Methodical Study) and academic achievement (measured by GPA and success at the state final examination). The sample included 254 graduates of the first cycle degree programs at Constantine the Philosopher University in Nitra. We found a significant relation of all four learning strategies with academic achievement and positive relation with personality traits Openness, Conscientiousness with academic achievement of university students. Conscientiousness and Openness appears to facilitate a variety of effective learning strategies and may be especially useful traits for attaining high levels of academic achievement.

Keywords:- Five factor model, Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism, Personality Trait of good student Academic Achievement

INTRODUCTION

The **Big Five personality traits**, also known as the **five factor model** (**FFM**), is a model based on common language descriptors of personality (lexical hypothesis). These descriptors are grouped together using a statistical technique called factor analysis (i.e. this model is not based on experiments). This widely examined theory suggests five broad dimensions used by some psychologists to describe the human personality and psyche. [1][2] The five factors have been defined as openness to experience, conscientiousness, extraversion, agreeableness,

and neuroticism, often listed under the acronyms *OCEAN* or *CANOE*. Beneath each proposed global factor, a number of correlated and more specific primary factors are claimed. For example, extraversion is said to include such related qualities as gregariousness, assertiveness, excitement seeking, warmth, activity, and positive emotions Academic Achievement Swedish mandatory education implies students to attend for nine years, following three years of voluntary senior high school. Even though it is not obligatory, 99 % of the students in lower education transfer into higher education at this level. In addition, the leaving grades from senior high school are used for admission to higher education such as universities ,and therefore deserves attention to the what and how underlying the grades. Furthermore, assessing academic achievement is an important requirement in order to be able to predict it.

FIVE FACTORS OF PERSONALITY TRAITS
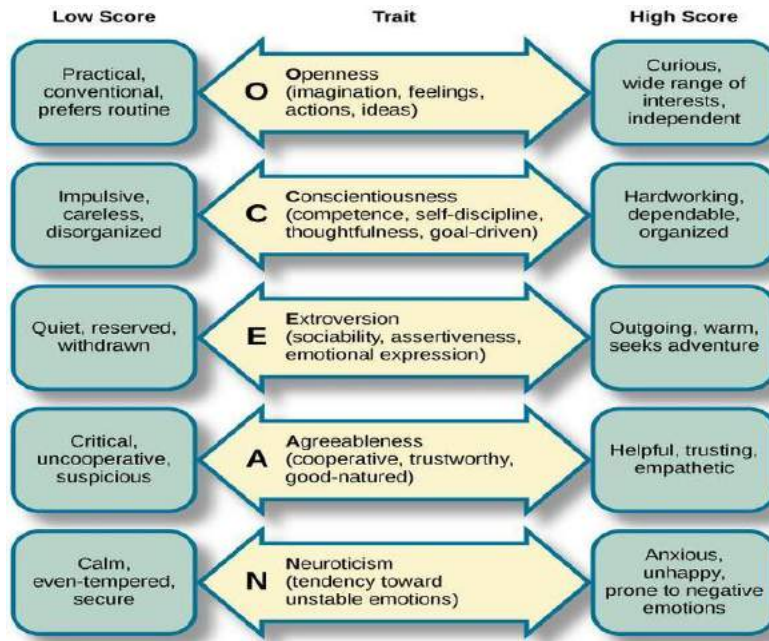
- **Openness to experience**: (*inventive/curious* vs. *consistent/cautious*).   Appreciation   for   art, emotion, adventure, unusual ideas, curiosity, and variety of experience. Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has. It is also described as the extent to which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine. High openness can be perceived as unpredictability or lack of focus. Moreover, individuals with high openness are said to pursue self-actualization specifically by seeking out intense, euphoric experiences, such as skydiving, living abroad, gambling, et cetera. Conversely, those with low openness seek

to gain fulfillment through perseverance, and are characterized as pragmatic and data-driven—sometimes even perceived to be dogmatic and closed-minded. Some disagreement remains about how to interpret and contextualize the openness factor.

- **Conscientiousness**: (*efficient/organized* vs. *easy-going/careless*). A tendency to be organized and dependable, show self-discipline, act dutifully, aim for achievement, and prefer planned rather than spontaneous behavior. High conscientiousness is often perceived as stubborn and obsessive. Low conscientiousness are flexible and spontaneous, but can be perceived as sloppy and unreliable.[4]

- **Extraversion**: (*outgoing/energetic* vs. *solitary/reserved*). Energy, positive emotions, surgency, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness. High extraversion is often perceived as attention-seeking, and domineering. Low extraversion causes a reserved, reflective personality, which can be perceived as aloof or self-absorbed.[4]

- **Agreeableness**: (*friendly/compassionate* vs. *analytical/detached*).

  A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. It is also a measure of one's trusting and helpful nature, and whether a person is generally well-tempered or not. High agreeableness is often seen as naive or submissive. Low agreeableness personalities are often competitive or challenging people, which can be seen as argumentative or untrustworthy.[4]

- **Neuroticism**: (*sensitive/nervous* vs. *secure/confident*). The tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control and is sometimes referred to by its low pole, "emotional stability". A high need for stability manifests as a stable and calm personality, but can be seen as uninspiring and unconcerned. A low need for stability causes a reactive and excitable personality, often very dynamic individuals, but they can be perceived as unstable or insecure.[4]

PERSONALITY TRAITS OF A GOOD STUDENT

Good students come in all shapes and sizes. However, a handful of common traits typically appear in good students regardless of their personality or other qualities. Some students develop good habits and qualities early in life that lead to success in school. Others must work on improving themselves as they get farther along in their educational experiences.

Commitment to Learning

Students have varying goals. Some want all A's, while others just want to pass their classes. Some students go through the motions in school because parents or family expect it, but the most successful students have a commitment to learn. Successful students show up to all classes having read materials and are prepared to take notes and get the most out of classes, according to the 2008 McGraw-Hill textbook "Being Successful in College." Similar commitments benefit students at other academic levels. Good students also take advantage of extra-credit opportunities and other non-required field experiences or learning activities.

Persistence

A defining moment for good students often comes at the point of their first failure. Ideally, students get to experience their first failure on a smaller assignment or project rather than a big test. Some students are unsure of themselves and quit attending or give up at the first hint of failure. Persistent, determined, committed students realize a single failure is a hurdle on the path toward a diploma or degree and learning experience. An April 2013 study from the University of Rochester indicated that students who desire independence and have strong ambitions to learn are more likely to persist and succeed in school.

Responsibility

A good student realizes it isn't his instructor's responsibility to get him to class on time, turn in assignments, study for tests and get help when needed. The McGraw-Hill textbook indicated that responsibility is one of the six most critical traits of successful students. Good students take responsibility for their learning process and overall school experience. This responsibility includes meeting with instructors outside of class for help on assignments and using academic resource centers when classes get tough. Responsible students don't procrastinate. Instead, they keep a thorough schedule and do their best work on each assignment.

Flexibility

College students take a wide array of classes that vary in nature. There might be a lot of lecture and discussion in one class, more lab or experiential exercises in another and multiple team projects in a third. The ability to adapt to different topics and learning situations helps students avoid stress and perform well in each class. The McGraw-Hill text indicated that successful students can develop and apply study strategies to match various class structures and materials.

FACTORS THAT MAY AFFECT STUDENTS' ACADEMIC ACHIEVEMENT

Here are some of the factors that may affect a student's academic achievement:

- The support and availability of the parents, their financial situation and standard of living. In Québec, as in other places in the world where the topic is studied, it has been observed that students in socioeconomically disadvantaged areas get lower marks.
- The geographical location of the educational institution.
  For example, English as a second language is not learned in the same conditions throughout Québec.
- The percentage of students in a school whose mother tongue is not the language of instruction
- The diversity of student profiles in the same class
- The grouping together, in certain schools, of students with severe learning difficulties, or with problems associated with psychosocial integration in special education classes
- The various practices pertaining to the student admission requirements. Some educational institutions admit students indiscriminately, whereas other select them on the basis of previous academic achievement or their results on aptitude tests.

EXTRACURRICULAR ACTIVITIES AND ACADEMIC ACHIEVEMENT

With today's youth spending a majority of their afterschool time in organized activities, it is important to understand the influence that these activities can have on academic achievement. Schools often offer a variety of extracurricular activities for today's students. In order to encompass all students, these activities can often range from theater rehearsal to soccer practice. These extracurricular activities have a positive relationship with academic performance (Broh, 2002; Mahoney, Larson, Ecce, & Lord, 2005).

As suggested in various research studies, participation in extracurricular activities is positively associated with an increase in attendance rates, school engagement, grades, postsecondary education, as well as a decrease in dropout rates and depression (Mahoney et al., 2005; Darling, 2005). In particular, cognitive test scores have shown that high school sports were positively associated with academic performance (Yeung, 2015). Increased academic success is especially emphasized for urban youth involved in extracurricular activities (Yeung, 2015). It is also good to know that youth involved in organized activities generally have more positive developmental outcomes (Mahoney et al., 2005). Although most data suggests a positive correlation between academic achievement and participation in organized activities it is important to keep in mind that there is some data to

suggest that extracurricular participation may also have some negative consequences (Coladarci and Cobb, 1996). Athletics has been linked to increased alcohol consumption and abuse for high school students along with increased truancy (Eccles and Templeton, 2002). With all good things comes bad. This is not to say that extracurricular activities are not beneficial towards academic achievement, but to recognize that there are many outcomes and factors involved in this relationship.

While research suggests that there is a positive link between academic performance and participation in extracurricular activities, the practice behind this relationship is not always clear. Moreover, there are many unrelated factors that influence the relationship between academic achievement and participation in extracurricular activities (Mahoney et al., 2005). These variables include: civic engagement, identity development, positive social relationships and behaviors, and mental health (Mahoney et al., 2005). In other research on youth, it was reported that positive social support and development, which can be acquired through organized after school activities is beneficial for achieving academic success (Eccles& Templeton, 2002). In terms of academic performance there are a whole other group of variables to consider. Some of these variables include: demographic and familial influences, individual characteristics, and program resources and content (Mahoney et al., 2005). For example, socio-economic status has been found to plays a role in the number of students participating in extracurricular activities (Covay & Carbonaro, 2010). Furthermore, it is suggested that the peer relationships and support that develop in extracurricular activities often effect how individuals perform in school (Eccles& Templeton, 2002). With all these variables to consider it is important to create a better understanding how academic achievement can be seen in both a negative and positive light.

In conclusion, most research suggests that extracurricular activities are positively correlated to academic achievement (Mahoney et al., 2005). It has been mentioned that more research could be conducted to better understand the direct of this relationship (Eccles& Templeton, 2002). Together this information can give us a better understand the exact aspects to consider when considering the impact that participation in extracurricular activities can have on academic achievement.

INDIVIDUAL DIFFERENCES INFLUENCING ACADEMIC PERFORMANCE

Individual differences in academic performance have been linked to differences in intelligence and personality. [2] Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.[2]

Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement.[3]

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school.[4] Parents influence students through the environment and discourse parents have with their children.[4] Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments.[4]

Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies.[5]

Another very important enhancer of academic achievement is the presence of physical activity. Studies have shown that physical activity can increase neural activity in the brain.[6] Exercise specifically increases executive brain functions such as attention span and working memory.[6]

ROLE OF PARENTS IN ACADEMIC ACHIEVEMENT OF STUDENTS

There are two fundamental factors affecting academic achievement of students: heredity and environment. Environment is divided into two categories: home and school. Students may spend an equal amount of time at home and school.

A child learns the mother tongue and many other skills and habits at home. Many ethical virtues are also learnt at home, which lay the foundations of later social relations.

Family is, in fact, a social subsystem or a part of the greater society. The institution of family is on the one hand related to other social institutions and organizations, such as school, market, etc. and on the other, forms a web of relations between its members. Hence, family, which consists of individuals, is related to other social systems.

Social life will become healthier if the institution of family discharges its duties properly. In other words, family can prepare individuals to play their roles in the society and social system. These individuals function both as individuals and as members of a human institution called family. Many personality traits are formed in the family, hence, parents-children relations can function as a model in later social relations.

Family functions as a center of love and security for children, which are two fundamental and necessary elements for the proper nurturing of kids. Children, who are deprived of family love and sense of security, may face disorders in adolescence or youth in interactions with others. It is in the family that kids develop self-confidence and self-esteem. But the duty of family does not end once children join school. A family can preserve this role even when children go to high school and university.

On the other hand, the role of school in academic achievement of students is undeniable. A school plays a vital role in academic achievement of students. At the same time, without parental contribution, one cannot have full-fledged academic achievement.

In certain cases, students spend more time in school or higher educational centers than in the family. Hence, proper educational planning is a must for all schools and higher educational centers to ensure children have a rewarding family life. An important point that should be borne in mind is education based on proper planning should meet the requirements of children from lower ages. Since education is partly imparted to the

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students at home, parents are willingly or unwillingly involved in the educational programs offered by school. Some students are weak in their educational performance. Parents can help them improve their studies through supervision of their homework or by arranging extracurricular programs. An important point is that the attitude of parents toward school plays a very important role in the future life and attitude of kids toward this institution. Hence, the education of parents also plays an important role in the formation of their attitude toward school and education.

Schoolchildren may face some problems in performing their homework. They may seek parents' help in this regard. If this assistance is rendered in a proper manner, it will be effective in the children's academic achievement. However, this assistance must not take the form of permanent help, because it will give rise to undesirable results, undermining the self-confidence of school students. This will irreparably damage the children in future. The positive attitude of parents toward learning can also play a decisive role in encouraging children to learn and educate. Since schools are founded to educate, a close relationship between parents and school officials is also very effective in enhancing the academic achievement of children. In order to organize the relationship between parents and school, certain associations have been established, including the Teachers and Parents Association. The contribution and participation of parents in such associations could dramatically help smooth cooperation between the parents and teachers to facilitate better academic achievement of children.

Unfortunately, parents do not attach the necessary significance to this association and don't regularly participate in its sessions. According to available studies, educated parents attach more significance to this association compared to less educated parents. The logical and pertinent sensitivity of parents toward the

education of their children plays a significant part in the academic success of their children, although irrelevant sensitivity may create disorder in this process.

As a result, parents with logical sensitivity toward the education of their children have more successful kids. The abovementioned factors indicate that parents should regularly interact with the school. This interaction should also be friendly and parents should contribute to all aspects of educational decision-making at the school. As a result of such a relationship, kids would consider the school as their second home and trust the school officials and teaching staff, and feel secure in this environment. However, in order to achieve this goal, parents' expectations of the school must be logical, justified, clear and attainable. Parents should also bear in mind that their kids would succeed if they prepare a disciplined program for them. Therefore, in the first place, parents should prepare a precise program for their kids and secondly must lay emphasis on its proper implementation, which will help the academic achievement of their kids. In sum, a strong link between the parents and school would lead to the following outcomes:

- Turning school into the second home of students;
- Giving the students a sense of security which is necessary for their academic success;
- Increasing their incentive for studying harder;
- Preparing a suitable milieu for both parents and the school to deal with grievances in a friendly atmosphere;
- Solving the problems of the educational institute, which is the second home of students, with the help of parents;
- Reducing the number of school dropouts; and
- Preventing students from tilting toward social disorders and misdemeanors, particularly when they reach the age of maturity.
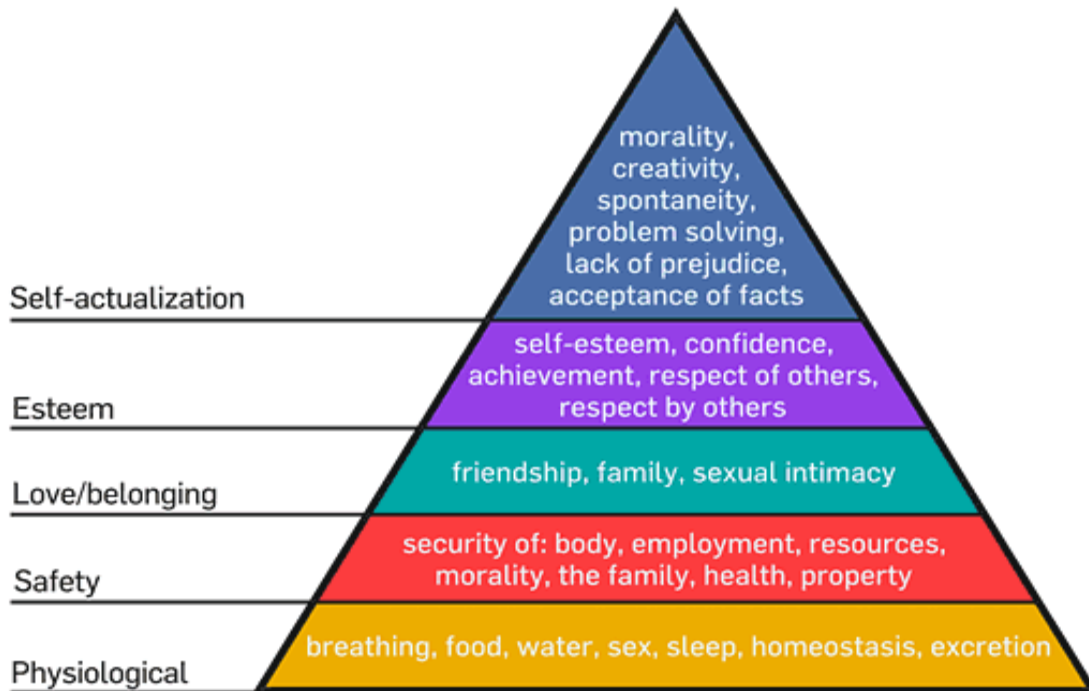
PERSONALITY TYPES OF STUDENTS YOU WILL FIND IN A TYPICAL CLASSROOM

Bully – Bullies typically pick on students who either cannot or will not defend themselves. Bullies themselves are often exceeding insecure people who prey on weaker individuals. There are physical, verbal, and cyber bullies. Most students will not stand up for students who are being bullied for fear of repercussions.

Class Clown – Every classroom has one or several students who believe it is their job to keep the remainder of the class entertained. These students love the attention and make it their primary goal to get laughs. This often gets these students into trouble, and they are referred to office often.

Clueless – These students do not understand social cues or sarcasm. They can be easy targets for bullies, especially verbal bullying. They are often referred to as "blonde" or "air heads". They are typically laid back and easy going.

Motivated – A motivated student is often an extremely hard worker with specific goals that they are trying to achieve. They may or may not be naturally smart, but they can typically overcome any learning issue through

hard work. Teachers love to have motivated students because they are eager to learn, asks questions, and do anything to reach their goals.

Natural Leader – The natural leader is someone whom everyone looks up too. They are typically tremendously enthusiastic, well liked, and well-rounded individuals. They often do not even realize that other people look up to them. Natural leaders often lead by example but have the unique ability to get people to listen to them when they do speak.

Nerd – Typically, nerds have above average intelligence. They are often seen as different or quirky and are physically immature for their age. This makes them targets for bullies. They have unique interests compared to their peers and are often fixated on those interests.

Organized – These students are almost always prepared for class. They seldom forget to complete homework and bring what they need to class. Their locker or desk is exceptionally neat and orderly. They are always on time and ready to learn when class begins. They do not forget deadlines, are adept at staying on task, and managing their time.

Pot Stirrer – A pot stirrer loves to create drama without being in the center of the situation. They look for little pieces of information that they can use to turn one student against another. These students are master manipulators even changing up the story to ensure that there is drama. They understand what buttons to push and are excellent at doing that.

Quiet as a Mouse – These students are often shy and/or withdrawn. They only have a few friends and those friends are also typically quiet. They are never in trouble, but they rarely participate in classroom discussions. They avoid conflict and stay clear of all drama. It can be tough for a teacher to gauge how much these students are learning.

Respectful – These students never has anything unpleasant to say. They are always on task and are typically well-liked. They may not be the most popular students, but no one has anything unpleasant to say about them. They say please, thank you, and excuse me. They respond to people in authority with yes ma'am, no ma'am, yes sir, and no sir.

Smart Aleck- These students are extremely sarcastic, argumentative, and confrontational. They question or comment on everything that anyone including the teacher says. They are often sharp witted and can respond quickly to any situation. These students have a unique ability to get under a teacher's skin and enjoy doing just that.

Socialite – A socialite would talk to a wall if they thought it would talk back. They always have something to say and find it difficult to go even a few minutes without talking. They love classroom discussions and are the first to raise their hands when the teacher asks a question. There is no limit to the topic. They are experts at everything and love to hear their own voice.

Unmotivated – An unmotivated student is typically labeled as lazy. They lack the internal drive to succeed academically. They are just there because they have to be. In many cases, they do not have the necessary parental support at home to be successful. They frustrate teachers because many have tremendous potential, but refuse to put in the time needed to complete or turn in assignments.

Unorganized – These students genuinely frustrate a teacher. They continuously forget to take homework or important notes home. Their locker or desk is chaotic. They often turn in crumpled papers due to being crammed into a locker, backpack, or book. They are often late to class/school and are terrible at managing their time.

Learning styles

Learning styles have been described as "enduring ways of thinking and processing information."[152]
Although there is no evidence that personality determines thinking styles, they may be intertwined in ways that link thinking styles to the Big Five personality traits.[153] There is no general consensus on the number or specifications of particular learning styles, but there have been many different proposals.
Smeck, Ribicj, and Ramanaih (1997) defined four types of learning styles:

- synthesis analysis
- methodical study
- fact retention
- elaborative processing

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When all four facets are implicated within the classroom, they will each likely improve academic achievement.[154] This model asserts that students develop either agentic/shallow processing or reflective/deep processing. Deep processors are more often than not found to be more conscientious, intellectually open, and extraverted when compared to shallow processors. Deep processing is associated with appropriate study methods (methodical study) and a stronger ability to analyze information (synthesis analysis), whereas shallow processors prefer structured fact retention learning styles and are better suited for elaborative processing.[154] The main functions of these four specific learning styles are as follow:

Name	Function
Synthesis analysis:	processing information, forming categories, and organizing them into hierarchies. This is the only one of the learning styles that has explained a significant impact on academic performance.[154]
Methodical study:	methodical behavior while completing academic assignments
Fact retention:	focusing on the actual result instead of understanding the logic behind something
Elaborative processing:	connecting and applying new ideas to existing knowledge

Openness has been linked to learning styles that often lead to academic success and higher grades like synthesis analysis and methodical study. Because conscientiousness and openness have been shown to predict all four learning styles, it suggests that individuals who possess characteristics like discipline, determination, and curiosity are more likely to engage in all of the above learning styles.

According to the research carried out by Komarraju, Karau, Schmeck & Avdic (2011), conscientiousness and agreeableness are positively related with all four learning styles, whereas neuroticism was negatively related with those four. Furthermore, extraversion and openness were only positively related to elaborative processing, and openness itself correlated with higher academic achievement.[155]

Besides openness, all Big Five personality traits helped predict the educational identity of students. Based on these findings, scientists are beginning to see that there might be a large influence of the Big Five traits on academic motivation that then leads to predicting a student's academic performance.

Recent studies suggest that Big Five personality traits combined with learning styles can help predict some variations in the academic performance and the academic motivation of an individual which can then influence their academic achievements. This may be seen because individual differences in personality represent stable approaches to information processing. For instance, conscientiousness has consistently emerged as a stable predictor of success in exam performance, largely because conscientious students experiences fewer study delays. The reason conscientiousness shows a positive association with the four learning styles is because students with high levels of conscientiousness develop focused learning strategies and appear to be more disciplined and achievement-oriented.

However, the American Psychological Society recently commissioned a report whose conclusion indicates that no significant evidence exists to make the conclusion that learning-style assessments should be included in the education system. The APA also suggested in their report that all existing learning styles have not been exhausted and that there could exist learning styles that have the potential to be worthy of being included in educational practices. Thus, it is premature, at best, to conclude that the evidence linking the Big Five to "learning styles" or "learning styles" to learning itself is valid.

CONCLUSION

The Big Five personality traits, learning styles, and academic achievement, and also show that relationships between openness and GPA are partially mediated by reflective learning styles. Taken as a whole, these findings yield a number of insights with potential practical implications on the dynamic interplay between personality and learning styles, as well as on their joint influence on academic achievement. The present review indicates the prominent role of personality traits with respect to academic performance that gives answer to the question why some individuals are academically inclined and others are not in spite having same intelligence level. It shows that the optimistic view of early researchers was correct that personality has its relation with academic performance; it is not a mere assistant of intelligence in determining the academic performance. The w (will factor) means the willingness of an individual to perform is equally important in determining academic achievement and it is as important as g (general factor) of intelligence. The most related personality trait Conscientiousness is the key factor in predicting the performance of an individual. The research conducted so far statistically support the correlation and yet there are many key factors to be explored for establishing for direct relationship.

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