

Traits, Talents and its Influence on Educational Evolvemement

Tenzing. P & Dr.S.B.Inayath Ahamed

*Department of Business Administration,
Kalasalingam Academy of Research and Education, Krishnankoil – 626 126, Tamil Nadu, India.*

Abstract

Research on personality traits is certainly a bailiwick considered as a major research by the scholars in psychology. This study is made to evaluate the connection between personality and academic performance. A total of 150 students were participated in this research. The Academic Maturity Scale (101 item instrument) is used to analyze the factors like self awareness, motivation, organization, & responsibility (Addison, Althoff, & Pezold, 2009). The level of agreement is revealed by the respondents in six point scale type 1 being strongly disagree and 6 being strongly agree for 101 items. Reverse items are also listed in the questionnaire for 16 items. Big Five Inventory includes 44 item scale which is developed to find out the variables like extraversion, neuroticism, conscientiousness, agreeableness, and openness. Correlation, regression, independent t test were used to analyze the variables. Research results reveal that extrovert, conscientiousness, neuroticism and openness are making impact on academic interest. Agreeableness is not related to academic interest. The personality traits contribute to variance in academic achievement is 52 percentages. The most reliable analyst of academic interest is openness. An academician cannot afford to overlook the given traits and talents as this can ameliorate the efficiency of a respondent.

Type of Paper: Empirical

Keywords: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness.

1. Introduction

A nation's strength is envisaged on the quality of education and constructing new skills among its students. Hence education is well thought-out as the back bone, for developed and developing nations. During the education process the students are rolled out with various knowledge, skills and creativity. Their performance is measured mostly in terms of grade point average by the educational institutions. Gone are those days where the students used to have common education and same exposure. It all depends on the analytic process of the student, the learning environment methods, demonstration, learning etc. The transition is on the mass education; to customize education is gaining its importance; and the teachers are in constant state of repeatedly revisiting their education programs to fill the gap of slow learners and fast learners. Historically, education policy and accreditation process have been the impetus for renewal changes in education.

Even though the students are getting the same input, i.e., study material, books and teaching methods; but there is lot of differences in the performance of the students. Some students

are performing extraordinarily well; some students score only average marks and some students couldn't pass the exams. There are many variations in scholastic performance of the students. Individual academic performance gets strongly influenced by the Personality. Personality envisages academic achievement that is above and ahead of intelligence. (Bergold & Steinmayr, 2018)

Personalities submit to individual dissimilarity in the way of philosophy, emotion, behavior and their characteristics. Academic performance among student is the major issue among parents and teachers. It is based on the ability and intelligence among students. O'connor & Paunonen, (2007) stated that personality variables assume a key part on academic performance. Personality means individual differences in characteristic pattern of thinking, feeling and behaviour. DeYoung, (2010) states hierarchical model for personality traits is Big Five Model with five factors extraversion, neuroticism, conscientiousness, agreeableness, and openness. Challenge of organisation relies on the identifying the personal determinants of performance. (Sellman, Born, Strickland, &

Ross, 2010). Research in personality has been credited with inciting a hefty portion of the significant advances in fields, for example, organizational behaviour (Hough, 2001). The continuity from the childhood to the adulthood personality on achievement had created attention because the academic exhibitions are accepted to have aggregate impacts throughout their course time (Caspi et al. 2005).

Folks vary based on sort of personality and inspiration. Exposure of these differences between individuals gives significant evidence concerning how education environments must be prepared. Personality is a source to determine how the individual will counter to new information and conditions the individual will come across. Academic achievement is the major issues in all the educational institutions. Relationship stays alive between the personality traits (behavior, thinking, and feeling) and academic achievement (Soraya hakimi et al, 2011, Kazdin, 2000). Much attention is given to the external factors like school, instructional materials, experience of the teachers etc (WAEC, 2005). In today's scenario lot of amount is spent to secure good schools and the affordable parents are even ready to invest on education abroad, to enhance achievement which in turn secures good employment opportunities. Subsequently this study discovers the affiliation between personality and academic maturity scale.

2. Review of Literature

Enhancing the nature of education and speculation on education is the key factor for paving the way for economic development. Personality pays a vital role in shaping the behavior of the students which reflects in the academic performance. In other words it refers to the personality characteristics, family background, age, gender, attitudes and exposure to the environment where they are. The big five personality characteristics include conscientiousness, neuroticism, , openness, extroversion and agreeableness. The relationship between personality attributes, educational anxiety and execution among college students was explored by Ahadi, Narimani (2010). The outcome demonstrated that conscientiousness, extroversion, and openness to experience, agreeableness and educational performance had huge positive correlation and neuroticism element and

educational performance has noteworthy negative correlation. Educational anxiety and performance has significant negative correlation. Also, the correlation among extroversion, conscientiousness is negatively related to educational stress but neuroticism was positively correlated educational stress. Soraya hakimi et al. (2011) studied the relationship between personality traits and academic achievement and outcome illustrate that academic achievement were significantly related to personality traits. All identity variables show noteworthy relations with scholarly inspiration motivation. İhsan Bozanoğlu, Ahmet Sapancı (2015) studied the connection stuck between personality attributes and motivation is important for successful learning and teaching. The primary reason of the above study is to decide the dealings between personality traits and motivation echelon of Turkish university students. The meticulous motive for this research is to figure out which personality aspect envisages academic motivation to what degree.

Conscientiousness is significantly correlated; neuroticism is negatively correlated with academic motivation. This correlation shows an interesting pattern of significant relationships. Interpretation shows that the role of educators ought to be vital in encouraging and nurturing the student toward their achievement; whereas Tomas Chamorro-Premuzic &, Adrian Furnham (2003) proved that conscientiousness is correlated positively; extraversion and neuroticism is correlated negatively with examination grades. It is contented that personality inventory result may speak to an imperative commitment to the forecast of scholastic achievement and disappointment in college (Meera Komarraju et al 2009).

Eyong et al. (2014) found a noteworthy difference between student's achievement with respect to level of conscientiousness and agreeableness i.e student with elevated intensity of conscientiousness and agreeableness perform better comparing with students having undersized level of traits. Parents and teachers should play a pivotal role to encourage the students and guarantee them to be disciplined and cautious for constant achievement. Incentive ensures for continuous

performance. Elham Salehi et al. (2010) have registered the impact of personality qualities on learning styles of understudies. Personality traits happen to be in medium level among majority of students with assimilator learning style. A unswerving positive affiliation with knowledge approach has been originate between the big five personality factors except neuroticism. Redhwan Naggat et al. (2015) assessed that openness and conscientiousness behavior were observed to exist decidedly connected with academic performance.

Nur Safwati Ibrahim et al. (2014) explored the association between five higher order personality dimensions and students academic achievement. This study reveals that conscientiousness is the best measurement of big five personality identities, corresponds to Grade Point Average (GPA) comparing other dimensions. The conclusions made from this review are in terms of intrinsic motivation, a profound way to deal with education and learning objectives which connected with general information, great test outcomes and all connected together by the openness quality; and extrinsic motivation which accomplishing way to deal with learning and performance goals connected to high grades and linked together by the conscientiousness trait. Openness connected to learning and general information while conscientiousness connected to scholastic accomplishment (Mikael Jensen 2015).

3. Methodology

This exploratory research comprises a Population of male and female students of an Arts and science college in Virudhunagar

district. A total of 150 respondents are taken, out of which 45 males and 105 females.

3.1 Instrument

The Academic Maturity Scale (AMS) is alienated into four subscales: motivation, organization, responsibility, and self-awareness. Respondents demonstrate level of conformity with all of 101 items by means of 6-point Likert-type scale (1 being strongly disagree, 6 being strongly agree) and reverse-scored items are 19 in number.

Ozer & Benet-Martinez, 2005 state that 'Big Five Traits' (neuroticism, extraversion, openness, agreeableness, and conscientiousness) have been related to a wide range of behavior, including academic achievement and job performance.

Costa et al (2007), deduced 'The Big Five Inventory' as 44-item inventory that was urbanized to review the Big Five personality area.

Respondents point toward their level of accord with each of the 44 items by means of a 5-point Likert scale (1 being disagree strongly, 6 being agree strongly); 16 items are reverse-scored. The core items are portraying the behavioral, cognitive, and affective terms.

4. Research Findings

The following table presents mean and standard deviation score of variables related to gender. It indicates that mean scores between male and female are not much dissimilar.

Table No. 1 Descriptive Indices of the Research Variables

Factors	Gender of the Respondents	N	Mean	Std. Deviation
Extravert	Male	45	3.30	.369
	Female	105	3.31	.512
Agreeableness	Male	45	3.39	.388
	Female	105	3.56	.519
Conscientiousness	Male	45	3.35	.435
	Female	105	3.36	.566
Neuroticism	Male	45	2.86	.456
	Female	105	2.75	.551
Openness	Male	45	3.53	.399
	Female	105	3.30	.499

Pearson correlation has been applied to validate the relations between extents of Big Five Personality model.

Table No. 2 a. Correlations among the factors of Big five Model

Variables	Extravert	Agreeableness	Conscientiousness	Neuroticism	Openness
Extravert	1				
Agreeableness	.301**	1			
Conscientiousness	.327**	.336**	1		
Neuroticism	-.277**	-.536**	-.238**	1	
Openness	.310**	-.026	.473**	.101	1

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

The outcomes are shown in table 2.a. It indicates that here exists a statistically noteworthy affiliation between extravert and

all other dimensions. Neuroticism is negatively related to all the dimensions. Moreover openness is negatively related with agreeableness.

Table No. 2 b. Correlations among the factors of Academic Interest scale

Variables	Self-awareness	Motivation	Organization	Responsibility	Others
Self-awareness	1				
Motivation	.541**	1			
Organization	.664**	.494**	1		
Responsibility	.542**	.570**	.708**	1	
Others	.679**	.590**	.691**	.742**	1

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

While executing Pearson association on amount the dimensions of academic interest

scale, it is found that all factors are positively related with other factors.

Table No.3 Regression Analysis

Variables	R Square	F	Adjusted R Square	R Square Change	B Value	t-value	Sig. t
Constant	.520	31.199	.503	.520	.781	2.333	.021
Extravert					.112	2.137	.034
Agreeableness					-.014	-.253	.801
Conscientiousness					.355	6.844	.000
Neuroticism					.170	3.331	.001
Openness					.209	3.744	.000

Table no.3 reveals that conscientiousness amounts to 36% of difference in educational interest which is noteworthy. R square value has attained the considerable total of 46% by adding openness. Neuroticism added with the conscientiousness and openness. R square

reaches 50% which is statistically significant. Agreeableness is not entered in this analysis, since it doesn't contribute to predict academic interest. Hence the regression equation is framed as $Y = .781 + .112x_1 - .014x_2 + .355x_3 + .170x_4 + .209x_5$.

Table No.4 Independent Samples Test

	Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)
	F	Sig.			
Self-awareness	.181	.672	.092	148	.927

			.096	94.174	.923
Motivation	3.158	.078	-.952	148	.343
			-1.026	99.552	.307
Organization	2.274	.134	-.893	148	.373
			-.937	93.432	.351
Responsibility	4.525	.035	-.693	148	.489
			-.757	102.785	.451
Others	5.458	.021	-1.300	148	.196
			-1.438	106.279	.153

Table 4 reveals that there are no gender differences among the participants on the dimensions of academic interest; independent sample test is used to find out the differences.

5. Discussion

Academic performance among the students is predicted by their personality. This research study emphasis four traits viz., extravert, conscientiousness, neuroticism and openness, which are significant with reference to academic interest. Extrovert people are hasty, impetuous at taking care of issues, loquacious, distract and remotely motivated. Extrovert individuals are more consequently inclined to minor level on academic achievement. The same has been bolstered by different scholars who conclude the same as introvert learners are additional victorious than their extrovert corresponding person (Dunsmore, 2005). Eyong, Emmanuel Ikpi et.al, (2014), state that academic performance can be predicted especially by conscientiousness and openness to experience; individuals scoring more in conscientiousness and openness undoubtedly succeed in their studies. Social nexus is vital in educational process because college students have to communicate with individuals of different caliber such as students, teachers and college organization. Mechanism of 'Agreeableness' assists to communicate more effectively. Here agreeableness is not related to academic interest. The outcome of this research is contrary to those studies related to the trait agreeableness; the key difference is that students who are highly delightful can perform enhanced than that of their counter parts (John Nye, Ekaterina Orel., et.al 2013). Mount, B. Steward (1998) opine that even though agreeableness is normally favored and can be an advantage in most circumstances, disagreeableness has its palpable advantage particularly in those condition which

necessitates tough decision-making and complete objectivity.

Research on relationship is flanked by Personality Traits and education. Ahadi, M.Narimani (2010) reveals that neuroticism demonstrated a negative critical association with educational performance. The physical and mental illness among students are due to anxiety during stressful situation which in turn decides whether students to take the exam or not. Neuroticism's nexus is also with elevated level of bodily damage such as muscular tension and digestive disorder. Neurotic traits such as moderately abnormal state of tension, trepidation and evasion of failure are helpful in certain conditions, which in turn can lead to academic success.

These features make students to track due dates and contemplate stiff to pass the assessment, which are certainly valuable in official situations with numerous inflexible principles and policies. Personality Traits, self esteem and academic achievements among students benefit them on educational context, which promote and reward critical and original thoughts with high openness to experience (Aldia Labella, Alda Troncore Maria Letizia, Drammis, 2014).

The personality traits contribute to 52 percent of inconsistency in academic achievement. Research reveals that openness is most reliable interpreter of academic interest. Chamorro-Premuzic and Furnham (2008) propose that 'openness to experience' is a determinant of superior IQ and suggesting students who are elevated on openness tend to be mentally analytical, intellectual, understanding, imaginative, and paying attention (Asghar Hazrati-Viari., et.al 2012).

Investigation of gender orientation contrasts in personality uncovers that there is no critical distinction between the male and female members. This is also advocated by McCrae et al (2002) and Sayid Dabbagh Ghazvini et al (2011), state that as a component of gender orientation there is no critical distinction of academic performance among male and female students. Therefore it is worth paying attention at the initial stages of education to assess the personality traits of the individual and presenting appropriate conscientious role models for making the students to excel in their academic performance. In addition to this it is an essential of the educational program designers of personality traits and individual contrasts learners to understand & consider such contrasts and to make the curriculum more flexible while developing the same. Conscientious people are characterized as profoundly dependable, accomplished - arranged and innovative learners. Such qualities make them to decide and increase academic realization. Thus, it is no revelation that prediction of academic achievement is greatly contributed by conscientiousness. The same has been supported by Furnham (2003a), Chomoro (2003b), Lounsbury et al (2003b) and Bratko et al (2006). The outcome demonstrate that, all behavior aspects demonstrate critical relationships with academic motivation, while conscientiousness indicates decidedly corresponded and neuroticism shows negative and fundamentally associated with academic motivation (Ihsan Bozanoglu & Ahmet Sapanci, 2015). The connection between conscientiousness and neuroticism is interceded by role balance partially whereas is not associated with college achievement (Jennifer L. Bishop et al, 2017). In today's state of affairs the students are addicted to internet and no correlation exist between academic performance and internet self – efficacy (Spiridoula et.al, 2017).

6. Conclusion

The outcome of this study endows some suggestive results as variations in big five character is inevitable in dissimilar cultural and instructive environment. There is a significant positive contrast between scholarly accomplishment of students who are extremely conscientious and those who are not. Students who are highly conscientious execute

significantly superior than their corresponding person. Their academic achievement, and agreeableness are positively related; which shows that highly agreeable students and those who are not in the former performed significantly better than the latter. Teachers can look for the causal variables of personality traits. Expansion of the personality different variables like IQ, learning directions and ecological uneven further impacting academic recital can be inspected in prospect studies. Parents and teacher should persuade their children/ wards or students to set apparent target, and make certain that they are systematically tuned and cautious to constantly accomplish the goals. An essential of an educator is to be 'an argus-eyed' on understanding these traits and talents like that of a medical practitioner who understands his/her patient before giving prescription. These traits and talents are as crucial to an educator as 'Physics is to Engineering, or Anatomy is to Medicine'. 'Great careers often are traced back to the Traits and Talents which are duly Endorsed!'

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