

INVESTIGATE THE RELATIONSHIP BETWEEN
EXTROVERSION AND EMPIRICISM WITH ACADEMIC
PERFORMANCE

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Abstract

The present research in order to investigate the relationship between learning styles and personality traits with academic performance of high school students in Educational 94-93 YASUJ done. Kolb learning style questionnaire and data collection instruments were NEO Personality Inventory. Cronbach's alpha reliability research methods respectively 0/866 and 0/90 respectively. Results shows that academic performance is a significant positive correlation ($p < 0.01$) with the extroversion. These findings suggest that the greater extroversion higher. And shows that academic performance is a significant positive correlation ($p < 0.01$) with empiricism. What these findings suggest is that empiricism is higher academic performance.

Keywords: learning style, academic performance, students, Yasooj

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Introduction

The most effective approaches to the study of learning, learning styles in recent years, with emphasis on the relatively new framework has been developed in the context of learning. Because of the interest in study of the effects of individual differences in learning styles learning process that began in the 1950s and early 1960s. Until the 1970s, extensive research has been done in this regard, but after that, the rate was reduced. The last two decades has been increasing interest in the study of learning styles and learning styles and is now promoting effective learning environment as one of the major research focus has been learning areas (Terry, 2001).

The first time term learning styles, (1954 quoting Kyfh 1979) proposed. Various definitions of learning styles offered. Kyfh (1979) called relatively stable components of learning styles and how to engage students in the learning environment is described. Rubin and Gravn Horst (2007), the learning style of the individual's willingness to learn and adapt to the environment has been defined. Pham (2000) is a proven method of learning styles and learning in response to stimuli in the context of learning defined. Duff (2004), different types of learning styles, regarding coding, storage and processing is defined.

Despite the positive evaluation of the role of learning styles on educational achievement, learning, school, academic motivation and teaching methods, its also been criticized. Among the criticisms is that accentuate the individual learning styles of students in the school system, which will impose a heavy burden on the educational system will be. Still Despite such criticism, the majority of studies on the role of learning styles on students' achievement and motivation positively evaluated (Hanygsfld and Sharing, 2004). Hence, the importance of learning styles on educational achievement, school, learning, motivation and training methods, there is a valid tool in this regard, not only can enable learners to recognize the

"how to learn" Might be it can make them in this matter, how they can improve their learning.

People to become productive and successful in their own right, they should have the personality of compliance with their jobs because of the lack of conformity, causing the failure of the duties assigned to. If the individual character of the commensurate with job and professional that they do will understand that to do a duty that had been assigned the ability to enjoy and will be more successful(Rabinz,1379).

The character of the various aspects of the Research and Evaluation. The nature of significant base growth, disease and the type of the character of the most important aspects is the (Jalali, 1390). For successful confrontation with life events, awareness of the factors personality very effective, factors for personality with the fact that an individual how to observe world and how to position and factors of stress generator answers connected with (clinics, 1387).

style of learning in four divergent style, convergent, attraction, and the adaptation is in the form of four groups under different factors division has to objective experimental: learner more feeling and capabilities based. Ability to see echo: learner opportunities and ideas from different angles. Its ability to sense an abstract: learner of logic and thought more.

Tested the ability of active learning through doing things to achieve learning.

Divergent learning styles, learning style, and see the reflection of objective empirical ways to interweave. People with this learning style, the objective of seeing situations from different perspectives, have the greatest ability. Approach in many situations, there is more to do. These people have a lot of cultural interests and like to collect information.

Converging learning style: This style of learning, abstract thinking and active experimentation techniques, are combined. People with this learning style, the best talents in the practical application of their ideas and theories. These people can solve problems based on the solutions to problems are found, decisions.

The internal and external research conducted recently that some of them refer

Rezai (1389) examined the relationship between learning styles and learning styles Honey and Mumford clubs with age and academic performance is discussed and it is concluded Kolb learning that the only way to abstract conceptualization significant positive correlation with academic performance, and none of Honey and Mumford learning styles and academic performance of students showed no significant relationship.

HosseinFatemi and before step (1387) examined the influence of the dominant culture in Perceptual learning styles have significant difference between gender, age and level of proficiency and use of certain stylistic groups. Although more women than men benefited from listening style. And have concluded that the predominant learning styles in Iranian culture, style tactile and motor.

Costa and Mac K (1995) argue that personal information to help clients understand their capabilities and weaknesses-and to choose the right career path more and more realistic touch. Several packages interpretive personality questionnaire, along with other available tools (such as the Myers-Briggs Inventory Interests Strong and view type indicator) or interpretive options that address the issues of career.

Joyce and Meredith (2007) showed that the figures given in the affective and emotional functioning and effectiveness of the leaves (Qltash, 1388: 32).

Joyce and Meredith (2007) showed that the figures given in the affective and emotional role and effectiveness in Shelton, McKenna and Darling (2007) in a

study on the impact of behavioral style assessment using Myers-Briggs type pattern on the organizational impacts respectively, The results showed that career counseling with insight in the fashion and style of behavior that is more diversity, There are likely to be more successful in organizations that people are no different styles according to the calendar, MandvrVkaks, 2007) leaves (Qltash, 1388: 32).

Research Walter and Triton (2009) under the title "the relation between type of personality and style learning in students of technology situation", this research in the effort to providing expertise and technical job of Education (CTE) With the vision of how the needs of learner training individuals to determine stable personality students of car technology and study of the relationship between different types of stable character participating and style of learning. findings have shown that the majority of the participants had a band of personality of the kind of logical and are the kind of personality and learning style there is. Findings for teachers CTE efficient teachers and diversity of schools and education program through strategies to enhance educational experiences for learner are interested in (Babaie, 1389).

In a study in Toronto by binding and others (1996), no meaningful difference between the style of materialism and overseas learning was observed.

People who have been feeling the style under the influence of social factors and emotional and are in decision making usually under the influence of feelings others emotional atmosphere and individual and social values. But people who are intellectual style to social and emotional subtleties but as Data analysis to understand a subject and care decisions subject to emotions and not logic based on decision analysis (prohibitions so cordial 2000). Research has shown that in the culture of the various one of the two dominant style. For example with regard to Spanish cultural style that has emotional and intellectual Japanese style are a (OxfordHalevi, Morio1992).

According to what was said, the following hypothesis is considered

extraversion is related with academic performance

- empiricism is related with academic performance

Research method

This research is applicable in aim and method in the kind of solidarity because the status of relationship variables research deals with. The kind of performance you know. In time of the kind of temporary and is the kind of data a little and the method of collecting information and transmit the data to a field and through questionnaire.

Statistical Society

The population of this study consisted of all high school students who are studying YASUJ academic year 94-1393 the total number of undergraduate education, according to city management education to 9540 persons.

Sample size

The population variance is unknown since the study was a preliminary study on a group of people, it was necessary to determine the variance of the population. To this end, a group of 30 subjects were randomly selected from the Statistical Society And a questionnaire was distributed among them, and then extract the data from the response of the group, subjects were assessed using Cochran formula. The population is limited to a small number of variables of the formula used.

$P = \text{Mean observed} \div \text{Number of questions} \times \text{Maximum score questions}$

P=0/74

Q=0/26

t=1/96

d=0/05

$$n = \frac{\frac{(t)^2 (Pq)}{(d)^2}}{1 + \left[\frac{1}{N} \times \left(\frac{(t)^2 (Pq)}{(d)^2} \right) - 1 \right]} = \frac{\frac{(1.96)^2 (0.74 \times 0.26)}{(0.05)^2}}{1 + \left[\frac{1}{9540} \times \left(\frac{(1.96)^2 (0.74 \times 0.26)}{(0.05)^2} \right) - 1 \right]} = 287$$

The sample size in this study was obtained from 287 to 300 questionnaires were distributed 287 questionnaires were analyzed flawless.

Sampling procedure

Sampling is proportional stratified random sampling. This means that the schools are separate schools for boys and girls schools were selected randomly and their students were chosen randomly for the study was provided.

Data collection tool

In the present study with respect to the subject and method of questionnaire was used.

Results

Hypothesis 1 extraversion is associated with academic performance

Table 1 shows the results of the Pearson correlation coefficient of extroversion and academic performance

Extroversion		
0/291	Pearson correlation	academic performance
0/0001	Significance level	
287	Count	

Results Table 1 shows that academic performance is a significant positive correlation ($p < 0.01$) with the extroversion. These findings suggest that the greater extroversion higher.

The second hypothesis: empiricism and academic performance are related

Table 2 shows the results of the Pearson correlation coefficient empiricism and academic performance

Empiricism		
0/160	Pearson correlation	academic performance
0/0001	Significance level	
287	Count	

Results Table 2 shows that academic performance is a significant positive correlation ($p < 0.01$) with empiricism. What these findings suggest is that empiricism is higher academic performance.

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