

Role of Personality Traits on Academic Performance of School Students: An Empirical Study

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Abstract

Students vary in their personality traits and understanding. To be successful in a career, a blend of personality characteristics is very necessary for students. Personality attributes have been of utmost importance in explaining individual differences in academic performance. Many institutes have investigated the impact of personality attributes on academic success like cognitive & noncognitive indicators of academic achievement. It has been said that cognitive ability and knowledge are among the best single cognitive indicators of students' academic achievement. The non-cognitive factors, for example, accomplishment, inspiration, and personality have contributed to the academic results. Likewise, academic self-idea has shown more steady growth in academic success. Specifically, the connection between different factors of students' personality qualities and academic results has been the subject of a lot of instructive examinations. The significant point of the current review is consequently to explore the role of personality qualities in foreseeing the academic progress of school students. Sample of 209 teachers were surveyed to know the role and impact of Personality Traits on Academic Performance of School Students. The study concludes that there is a significant impact of Personality Traits on Academic Performance of School Students.

Keywords: Personality, Academic Success, Personality Traits, Predictive Power, Cognitive Ability, Individual differences

Introduction

Today institutes are investing in educational resources & they are also improving the quality of educational resources which are viewed as effective factors necessary for a student's development. Also, educators can help students to fully enhance their capabilities & talents through academic success for achieving educational goals. Therefore, the refinement of

students' academic success is also among the common goals of educational planning in institutes and is considered one of the necessary factors of educational quality.

Learners have different personality traits, family backgrounds, personality traits, age & gender, etc., thus exhibiting different frames of mind & emotional responses to the environment. Most of the students have different character qualities and different perspectives, which is a must in educational planning. These distinctions can help teachers in perceiving their students' distinctions. The predictors of academic accomplishment frequently lay on a continuum with cognitive measures & emotional intelligence at one limit & non-cognitive factors such as character qualities & financial status at the other one.

Instructors have found out that if individuals' character qualities can assist them with accomplishing higher academic accomplishments. The role of cognitive capacities & character qualities in academic accomplishment is pointed out as one of the reliable resources for students and many studies have attempted to anticipate academic accomplishment which has yielded various outcomes (Paunonen and Ashton, 2001).

One of the main objectives of students is to accomplish passing marks & to have an elevated degree of academic achievement that has critical positive results for students & the local area. Students' academic presentation is reliant upon different factors like emotional intelligence, showing strategies, orientation, financial status, everyday review hours, and study procedures.

Individual differences in academic execution during the school time frame are dependable predictors of personal satisfaction in adulthood (Power et al, 2013). One of the main elements of individual differences in academic accomplishment is non-verbal knowledge. Various examinations have shown that academic accomplishment is to a great extent connected with character qualities adding to fruitful academic success. Personality factors play a significant part in foreseeing academic success. It is accepted that among different variables, personality attributes and self-visibility convictions were critical predictors of academic execution.

Poropat (2009) gave meta-examinations on relations between gave meta-examinations on relations between the Five Elements of personality (Conscientiousness, Agreeableness, Openness, Extraversion & Neuroticism) and academic results. As per studies, in the 'Big Five

personality traits; Openness, Neuroticism, & Extraversion are connected with non-verbal knowledge. Openness and Conscientiousness are frequently considered as corresponding to cognitive capacities (Chamorro-Premuzic, Furnham, 2004). Among the five factors, the most grounded indicator of academic success is conscientiousness. In different aspects, periodically, Openness is a positive indicator & extraversion is a negative indicator of academic accomplishment. This idea is connected with the individual's beliefs about their skill to perform a particular responsibility & impacts the mental and emotional elements of the educational experience. A few researchers accept that students who have higher self-efficacy show excellent performance & get better assessments.

Literature Review

Caspi, Robert, & Shiner (2010) explained the relationship between personality traits and academic achievement. Personality traits such as openness, extroversion, and agreeableness are positively linked with academic performance; the more positive the traits are, the higher academic success. Students always choose an environment that is suitable for them based on their personality.

Giunta et al (2013) examined that the connection between self-efficacy & Big Five traits in terms of performance is deeply grounded. Thusly, they have prompted an unfortunate comprehension of this relationship. Past investigations uncovered that simply focusing on the between personality attributes & self-efficacy might hinder the mix of the hypotheses that analyze these elements. The personality attributes and self-efficacy are diverse in many students. While personality attributes depict the individual's qualities, self-efficacy portrays an individual's behavior based on the environment. Likewise, it can allow internal personality characteristics to be expressed as behavior. In such a manner, a few examinations have shown that the relationship between character qualities and scholarly accomplishment might be intervened by students' self-efficacy.

Dunsmore (2005) explained that among elementary school student higher levels of extroversion results in a higher level of academic achievement & lower academic performance of students results in higher educational levels. This gives an interactional & knowledge-oriented environment at high schools and colleges.

Poropat, A. E. (2015) explained that the role of conscientiousness in foreseeing students' accomplishments is intervened by self-adequacy. In institutes, the effect of personality traits of students is based on Big Five attributes & adding on to it, self-efficacy act as a mediator between the both. A few specialists accept that there are clashing discoveries concerning the connection between character qualities and academic success. Thusly, this study intended to decide whether self-efficacy intercedes the relationship between these variables & academic accomplishment.

Conscientiousness is connected with objective setting and supported efforts, the two of which add to academic accomplishment and time usage in learning. All in all, conscientious people are characterized as accomplishment-oriented, productive learners, and exceptionally capable. These determinations initiate the learners to acquire superb academic accomplishments.

Paunonen, S. V., and Ashton, M. C. (2016) discussed openness has a relationship with resourcefulness, intelligence & being foresight which seems to reflect the best student. In the Five-Factor model, openness was decidedly connected with the learning inspiration method which positively deals with learning and decisive reasoning and on the other hand negatively corresponded with absenteeism. Likewise, the outcomes demonstrated that students' performance is linked positively with agreeableness. This outcome is in accordance with that of past examinations. These students with such qualities trust others & have an extraordinary feeling of participation. Accordingly, they underline correspondence and joint effort with different students, which makes them more agreeable & cooperative in tutoring.

Furnham, Zhang, & Chamoro, (2013) found that in higher education there is a negative relationship between extroversion & achievement in terms of the interpersonal and intrapersonal skills of students.

Ritzko and Robinson, (2006) explored that academically arranged games & exercises have been acquiring a ton of reputation as of late as a charming option for improvement of personality of students. In a scholastic climate, Active Learning Games are regularly utilized as a strategy for switching around the standard lecture-orientated educational plan. Students

are receiving opportunities for growth that is more dynamic and prompter, and one that is scholastically animated holding a specific degree of diversion esteem.

Abouserie (2015) explained that agreeableness assists the students with laying out and keeping a reasonable and useful relationship with their colleagues and concurrence with educator directions. Additionally, some accept that these people are great objective scholars and can focus on the task that needs to be done, which prompts better academic execution. In accordance with certain past examinations, the outcomes showed a negative connection between neuroticism and performance. A few specialists accept that this relationship can be connected with uneasiness highlighted by neuroticism characteristics, and subsequently lower performance levels.

Additionally, the outcomes demonstrated the way that the self-adequacy of students could emphatically foresee academic execution. In these examinations, as a result of the effect on exertion, diligence, objectives, genius, and utilization of mental techniques, it was the consistent indicator of academic accomplishment. For instance, strong or weak self-efficacy might be associated with inclusion with disappointment or achievement, and these connections can portray the presentation of college students. Additionally, students with higher capacity show higher accomplishments and get higher assessments. These students have less uneasiness/anxiety level & higher self-efficacy. High academic accomplishment could be connected with improvement of trust in individuals' power & higher obligation regarding fruitful fulfillment of projects.

Galbraith, C. S. (2012) investigated student assessments of showing viability (SETEs) which are one of the most exceptionally discussed parts of current college life. Appraisal learning result accomplishment by students is estimated by a normalized learning result evaluation test (SLOAT) which builds up their personality. The neural business enterprise research verified stable cooperation among elegance length and the capability of SETEs to assume the accomplishment of students getting to know, with an unmistakable inclination towards educators displays larger lessons.

Pajares, (2002) discussed that when self-efficacy is high, students are bound to participate in successful self-administrative techniques that improve scholastic accomplishment. Students

assume liability for making significant learning encounters by proficiently checking their work time, continuing on assignments when faced with scholarly difficulties, and precisely observing the nature of their work through regular self-assessments.

Lee & Turban (2018) explained that self-management strategies & rewards can increase performance and enhance personality traits. This can be a motivating situation for students by modifying task. Active learning, an academic trend has crucial implications for the usage of area & time for college students learning. For the instructor, it's not enough to genuinely provide evidence in a constrained area and time. The outcomes showed that in flexible environments students invert their instances & spaces. Active mastering is associated with the meanings that scholars deliver to their function as learners.

Ashkanasy & Humphrey, (2011) explored how team culture influences the personality and behaviors of students. The analysis of team effectiveness has shown that personality traits play an important role in students' academic performance. A positive climate will produce an environment wherever students feel engaged and committed to their studies. In distinction, once the climate is negative and the emotional area unit charged, students, disengage from studies, morale suffers, and performance drops. This study discovered that groups with positive traits approach variations by perspective taking, information sharing, and observation and adjusting of team behaviors.

Student groups with negative traits are seemingly looking at one another as competitors and are inclined to avoid conflict. Additionally, groups who meet often have a lot of open communications, that permit a cooperative approach to conflict management.

Winne, P. H., & Nesbit, J. C. (2010) explained that students with higher capacity show higher accomplishments and get higher assessments. These students have less uneasiness/anxiety level & higher self-efficacy. Researchers guarantee that high academic accomplishment could be connected with improvement of trust in individuals' power & higher obligation regarding fruitful fulfillment of projects. Self-efficacy can allow internal personality characteristics to be expressed as behavior. In such a manner, a few examinations have shown that the relationship between character qualities and scholarly accomplishment

might be intervened by students' self-efficacy. This outcome is in accordance with that of past examinations. These students with such qualities trust others & have an extraordinary feeling of participation. Accordingly, they underline correspondence and joint effort with different understudies, which makes them more agreeable & cooperative in tutoring.

Objective

1. To know the Role of “Personality Traits on Academic Performance” of School Students.
2. To know the impact of “Personality Traits on Academic Performance” of School Students.

Research Methodology

Sample of 209 teachers were considered to know the role and impact of “Personality Traits on Academic Performance of School Students.” The primary data of this empirical study was collected through random sampling method and structured questionnaire particularly designed for this study. Mean and t-test was applied to analyze and evaluate the data to get the results.

Findings

Table below is showing respondent's information where 54.1% of male and 45.9% are female. 33.0% of the respondents are below 35 yrs, 38.2% are from the age group 35-46 yrs and rest 25.85 are above 46 years. 34.9% respondents are having a teaching experience of below 6 years, 44.0% are working from 6-10 years and rest 21.1% of the respondents are having a teaching experience of above 10 years.

Table 1 “Demographic Details”

Variables	Respondents	Percentage
Gender		
Male	113	54.1

Female	96	45.9
Total	209	100
Age profile		
Below 35 yrs	69	33.0
35-46 yrs	80	38.2
Above 46 yrs	54	25.8
Total	209	100
Teaching experience		
Below 6 yrs	73	34.9
6-10 yrs	92	44.0
Above 10 yrs	44	21.1
Total	209	100

Table 2 “Role of Personality Traits on Academic Performance of School Students”

S. No.	Statements	Mean value	t value	Sig.
1.	Personality traits influence the academic performance of students through self-efficacy	3.61	1.618	0.054
2.	Personality traits assist the students who are at risk of academic disappointment	3.70	2.961	0.002
3.	Agreeableness increase the student’s ability to address other’s need first	3.96	6.918	0.000

4.	Personality traits help to create quiet and steady environment to reduce students' pressure	3.66	2.358	0.010
5.	High neuroticism in students reduces the satisfaction level in life	3.83	4.943	0.000
6.	Personality traits shows different mind frames & emotional responses to the environment by the students	3.69	2.798	0.003
7.	Personality traits helps students to connect with their beliefs about their skill to perform a particular responsibility	3.62	1.784	0.038
8.	Extraversion help student to relate themselves with others	3.71	3.136	0.001
9.	Conscientiousness linked with objective setting and supported efforts that helps in academic accomplishment and time usage in learning	3.68	2.655	0.004
10.	Personality traits help students to know their qualities and self-efficacy and show it as per requirement	3.63	1.951	0.026

Table 2 “Role of Personality Traits on Academic Performance of School Students.” It is observed that the respondent says that Agreeableness increase the student’s ability to address other’s need first with mean value 3.96, High neuroticism in students reduces the satisfaction level in life with mean value 3.83 and Extraversion help student to relate themselves with others with mean value 3.71. Personality traits assist the students who are at risk of academic disappointment with mean value 3.70, Personality traits shows different mind frames & emotional responses to the environment by the students with mean value 3.69 and Conscientiousness linked with objective setting and supported efforts that helps in academic accomplishment and time usage in learning with mean value 3.68. It is also found that Personality traits help to create quiet and steady environment to reduce students' pressure with mean value 3.66, Personality traits help students to know their qualities and self-efficacy and show it as per requirement with mean value 3.63, Personality traits helps students to

connect with their beliefs about their skill to perform a particular responsibility with mean value 3.62 and Personality traits influence the academic performance of students through self-efficacy with mean value 3.61. The t-test shows that value under significance column for all the statements is below 0.05.

Conclusion

Personality is significant for anticipating education results. School students more effectively adapt to knowledge tests if they are more open to new experiences and academic achievements. The relationship of these personality traits with knowledge is regularly reproduced in examinations & studies. The personality traits of students directly or indirectly can influence their academic performance/success through self-efficacy. Subsequently, it very well may be presumed that students who have personality attributes like conscientiousness, agreeableness & openness will have better results in school. Personality tests act as an instrument for assisting the advisors & also those students who are at risk of academic disappointment. This assists the students with getting the best guidance in their tutoring. Self-efficacy acts as a mediator in the relationship between personality attributes & academic accomplishment. It can be a necessary measure to change & work on the student's accomplishments who are potentially at risk. Personality attributes are generally steady, while self-efficacy can be changed through correct mediation. In this manner, different instructive/educational methodologies can be utilized to change self-efficacy status. As personality traits are impacted by distressing and competitive settings, a quiet and steady environment can be created to reduce students' pressure. Additionally, educators can animate positive traits in students by involving creative methods in classrooms, giving steady, proper, and good criticism, and empowering collaboration rather than a contest. In addition, teaching quality can influence students' predominance and self-adequacy and along these lines influence students' accomplishments in a roundabout way. Along these lines, teaching quality and articulation of feelings can influence understudies' realization, which can be a fundamental component for expanding students' self-efficacy.

It is found that there are different "Role of Personality Traits on Academic Performance of School Students" such as Agreeableness increase the student's ability to address other's need first, High neuroticism in students reduces the satisfaction level in life, Extraversion help

student to relate themselves with others, Personality traits assist the students who are at risk of academic disappointment and also shows different mind frames & emotional responses to the environment by the students. The study concludes that there is a significant impact of “Personality Traits on Academic Performance” of School Students.

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