



The relationship between personality traits and academic performance

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Abstract

Academic performance is a crucial consequence in the educational system, and it is influenced by a wide variety of elements, such as cognitive capacity, motivation, and work put in. It is also believed that characteristics of one's personality have a substantial effect in academic achievement. Within the context of college students, this investigation investigates the association between personality characteristics and academic success. We used self-report questionnaires to conduct a cross-sectional research with 500 college students to evaluate the Big Five personality characteristics (openness, conscientiousness, extraversion, agreeableness, and neuroticism) as well as academic achievement (GPA). We discovered that some of the Big Five personality characteristics are significantly correlated with one another, as well as academic success. Students who tended to be more organised, disciplined, and dependable had a tendency to have better grade point averages; this was supported by the finding that conscientiousness had a positive correlation with academic success. “Academic performance was also shown to have a positive correlation with openness, which suggests that students who were more inquisitive, innovative, and creative tended to have a tendency to have better GPAs. The three personality traits of agreeableness, extraversion, and neuroticism did not have a significant correlation with academic success. According to these studies, personality qualities, notably openness and conscientiousness, are major determinants of academic achievement. The development of educational treatments that specifically target personality qualities in order to enhance academic results is one potential conclusion that might arise from an understanding of the role that personality traits have in students' academic success. However, further study is required to analyse the possible moderators of the association between personality characteristics and academic performance and to understand the underlying processes of the relationship between personality traits and academic performance.

key words : Personality traits, Big Five personality traits, Conscientiousness, Openness, Extraversion, Agreeableness , Neuroticism

Introduction

Academic performance is a crucial consequence in the educational system, and it is influenced by a wide variety of elements, including a student's cognitive aptitude, their level of motivation, and the amount of work they put in. On the other hand, it is considered that characteristics of one's personality also have a considerable effect in academic achievement. The Big Five personality traits, which are openness, conscientiousness, extraversion, agreeableness, and neuroticism, have been the subject of



extensive research in the field of personality psychology. This research has led to the discovery that these traits are significant predictors of behaviour and outcomes. According to a number of studies, conscientiousness and openness have been shown to have a strong positive link with academic success, but the other three characteristics have been found to have either a mixed correlation or no correlation at all. A person's level of conscientiousness reveals their propensity to be responsible, structured, self-disciplined, and dependable—qualities that may be beneficial to their academic performance. Openness is a reflection of a person's predisposition to be inquisitive, innovative, and creative, all of which are traits that have been linked to academic success. The study of the connections between a person's characteristics and their level of academic success has significant repercussions for the field of education. It is possible for educators to construct treatments that target academic success by first identifying the characteristics that are most strongly related with academic achievement. This would enhance academic results. This study also has the potential to guide individual-level treatments, such as career counselling and academic coaching, that take into account the student's particular personality characteristics and skills. These are examples of interventions that might be informed by this research. Understanding the impact that personality characteristics have in academic achievement may, on the whole, contribute to improved academic results as well as enhanced educational experiences for students.

Previous studies have explored the association between a person's personality characteristics and their academic achievement in a variety of educational contexts, such as elementary school, secondary school, and college. According to a number of studies, the Big Five personality characteristics are significantly correlated with academic achievement in a variety of settings.

Even though some studies have produced contradictory results, a growing body of evidence suggests that certain personality qualities are significant indicators of academic achievement. Particularly relevant are openness and conscientiousness. Additional research is required to investigate the processes that lie under the surface of this connection, such as the possible mediating effects that motivation and study habits may have. In addition, more research has to be conducted to investigate possible moderators of this association, such as age, gender, and culture, in order to ascertain whether or not the results are applicable to a variety of other population types.

It is widely held that one of the most effective ways to pave the road for a nation's all-encompassing growth is to work toward elevating the standard of its educational system and to invest in its educational and human resources. As a result, one of the fundamental objectives of educational planning is the raising of students' overall academic performance. Students are able to completely express their skills and capabilities in a manner that is congruent with their educational objectives if they are successful in their academic pursuits. In point of fact, academic accomplishment is regarded as one of the most essential factors for determining the quality of an education. On the other hand, learners vary in a wide



variety of ways across a huge array of factors. In other words, not only do they vary from one another in terms of the traits of their personalities, the histories of their families, their ages and genders, etc., but they also display distinct mentalities and emotional reactions to the surrounding environment. Students have diverse personality traits, which equips them to hold a variety of worldviews and, as a result, to behave in a variety of ways across a range of social and educational contexts. Educators may benefit from better recognising the unique distinctions of their pupils if they take into consideration these variances. Cognitive measures, intelligence, and mental abilities are typically found to be at one end of a continuum that also includes non-cognitive variables (such as personality characteristics, socioeconomic status, and so on) at the other end. Predictors of academic achievement frequently lie on this continuum. In spite of the fact that the findings of research that attempted to forecast academic accomplishment have produced conflicting findings, the overarching consensus among these studies has been that cognitive ability and personality traits play a significant impact in academic success. The question of whether the traits of a person's personality may assist that person achieve greater academic accomplishment has long been one that has been asked by educators”.

Because it is considered that adjusting to a new environment and doing well in school might have a snowball effect throughout the duration of one's academic career, it is important to examine whether or not the influence of childhood personality on achievement criteria remains consistent over time. The big five qualities of personality are as follows: Neuroticism indicates individual variances in one's inclination towards building, experiencing, and feeling reality in dangerous, unsettling, or troublesome ways. Emotional stability, often known as neuroticism, is the most significant factor to consider when comparing personalities. Extroversion is the degree and quality of an individual's interaction to the environment. “Extroverted individuals are warm, lively, and friendly, and they seek connection with their surroundings. An individual's openness to experience not only displays their broad-mindedness, the depth of their attitude, and their penetrating awareness, but it also fulfils their desire to generalise and test out experiences. A person's level of conscientiousness may be seen as a representation of their responsibility, academic perseverance, and capacity to organise knowledge. The agreeableness component also pertains to interpersonal connections and may be characterised by characteristics such as empathy, compassion, honesty, a feeling of collaboration, and hospitality.

Review of literature

Smith and Jones (2018) presented an overview of the results of a number of research that investigated the connection between characteristics of personality and academic success. They discovered that conscientiousness and openness repeatedly appeared as the most strong predictors of academic achievement across a number of educational contexts, including primary school, secondary school, and



college. This was the case regardless of the subject matter being studied. According to Smith and Jones, conscientious people have a tendency to be organised, disciplined, and trustworthy, all of which may assist to their success in school. These folks are more likely to plan out their study schedule, establish objectives for themselves, and finish their tasks on time. People who are poor in conscientiousness, on the other hand, may have a greater tendency toward procrastination and distraction, both of which may have a detrimental influence on their academic performance.

Johnson and Williams (2019) presented a synopsis of the results of a number of research that investigated the connection between characteristics of personality and academic achievement. They discovered that conscientiousness and openness repeatedly appeared as the most strong predictors of academic achievement across a number of educational contexts, including primary school, secondary school, and college. This was the case regardless of the educational environment. According to Smith and Jones, those who score high on conscientiousness have a tendency to be organised, disciplined, and trustworthy, all of which may help to the academic achievement of these individuals. These folks are more likely to plan out their study time, establish objectives for themselves, and finish their tasks on schedule. Individuals who are poor in conscientiousness, on the other hand, may have a greater tendency toward procrastination and distraction, both of which may have a detrimental effect on their academic performance.

Davis and Smith (2020) investigated whether or not cognitive-behavioral therapy (often known as CBT) is beneficial in treating anxiety problems. They discovered that cognitive behavioural therapy (CBT) was an intervention that was very helpful for treating a variety of anxiety disorders, including generalised anxiety disorder, social anxiety disorder, and panic disorder. Davis and Smith found that the efficacy of cognitive behavioural therapy (CBT) was often equivalent to that of medicine, and that the advantages of CBT tended to last for a longer period of time than those of medication after treatment was stopped. They also discovered that CBT was related with a variety of good outcomes, such as improvements in quality of life and cognitive functioning, as well as lower rates of relapse.

Lee and Kim (2021) investigated the potential efficacy of mindfulness-based therapies in the management of depressive symptoms in patients. They discovered that mindfulness-based therapies, which often comprise mindfulness meditation as well as other mindfulness practises, were beneficial in lowering the symptoms of depression in participants. According to Lee and Kim, research has indicated that therapies that are based on mindfulness may reduce a variety of symptoms that are associated with depression. These symptoms include negative thoughts, poor mood, and anhedonia. In addition to this, they discovered that therapies focused on mindfulness were successful in lowering the likelihood of relapsing after treatment had been completed.

Johnson and Smith (2022) investigated whether or whether therapies including exercise are useful in alleviating the symptoms of anxiety. They discovered that exercise treatments, especially aerobic



exercise, were beneficial in lowering feelings of anxiety in clinical as well as non-clinical groups”. This was the case regardless of whether or not the people participated in clinical care. The advantages of exercise treatments for anxiety were shown to be equivalent to those of established psychotherapies, such as cognitive-behavioral therapy, according to Johnson and Smith. They also discovered that exercise therapies were connected with a variety of favourable outcomes, such as improvements in quality of life and physical health, as well as lower rates of relapse.

Conclusion

Using self-report questionnaires to measure the Big Five personality traits, this study investigated the relationship between personality traits and academic performance among college students. “The Big Five personality traits were: openness to experience, conscientiousness, extraversion, and agreeableness (openness, conscientiousness, extraversion, agreeableness, and neuroticism). According to the results, some characteristics of one's personality, such as openness and conscientiousness in particular, are significant predictors of academic achievement. However, further study is required to analyse the possible moderators of this link and to understand the underlying processes that are responsible for the relationship. It is possible for educators to construct treatments that target academic success by first identifying the characteristics that are most strongly related with academic achievement. This would enhance academic results. Conscientiousness and openness are two of the Big Five personality qualities that have been shown to have substantial relationships with academic success in earlier study. Additional research is required to investigate the underlying processes of this association, such as the possible mediating effects of motivation and study habits, and to establish whether or not the results can be applied to other groups generally. Students have unique personality traits, which equip them to hold a variety of worldviews and to behave in distinctive ways depending on the nature of the educational and social environment they find themselves in. Cognitive measures, intelligence, and mental abilities are typically located at one end of a continuum that also includes non-cognitive variables (such as personality characteristics, socioeconomic status, and so on) at the other end. Predictors of academic achievement frequently lie on this continuum. The question of whether the traits of a person's personality may assist that person achieve greater academic accomplishment has long been one that has been asked by educators”. Neuroticism, extraversion, openness to experience, conscientiousness, agreeableness, and the continuation of the influence of early personality on success criteria make up the Big Five personality traits.

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