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(AIJBES)**[www.aijbess.com](http://www.aijbess.com)**THE EFFECT OF PERSONALITY TRAITS TOWARDS  
UNIVERSITY STUDENTS' PERFORMANCE**Azfahanee Zakaria<sup>1\*</sup>, Sarah Sabir Ahamd<sup>2</sup>, Syed Mohammed Alhady Syed Ahmad Alhady<sup>3</sup><sup>1</sup> Faculty of Business Management, Universiti Teknologi MARA, Malaysia

Email: azfa292@uitm.edu.my

<sup>2</sup> Faculty of Business Management, Universiti Teknologi MARA, Malaysia

Email: sarah342@uitm.edu.my

<sup>3</sup> Faculty of Information Management, Universiti Teknologi MARA, Malaysia

Email: syalhady506@uitm.edu.my

\* Corresponding Author

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**DOI:** 10.35631/AJBES.516003.**This work is licensed under** [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

Personality traits can have a significant impact on the academic performance and personal growth of students. Certain personality traits, such as conscientiousness, openness, and emotional stability, are associated with higher academic achievement, while others, such as neuroticism and impulsivity, are associated with lower academic achievement. This paper explores the importance of addressing personality traits in students and encouraging self-awareness of their strengths and weaknesses. Therefore, this study explores the importance to better understand the relationship between different personality traits and its impact towards student's overall performance. The data was collection from 200 students of UiTM Kedah and the data was analysed using Statistical Package for the Social Science (SPSS) version 26.0. The findings reveals some traits were significantly impacting the performance of the university students. By developing strategies for personal growth and self-improvement, students can increase their confidence, resilience, and adaptability in all areas of their lives. The paper concludes that understanding and addressing personality issues in students is crucial in supporting their academic and personal success.

**Keywords:**

Agreeableness, Conscientiousness, Extraversion Performance, Neuroticism, Openness, Personality

## Introduction

A student's performance can be assessed in a variety of ways. It covers every facet of their performance, such as their capacity for collaborative work in groups, oral presentations, emotional regulation, self-control, and attitude (El Othman, et al., (2020). To add on, Hsin-Yi Liang (2018) found that extrinsic motivation was a factor affecting student performance in their study on the influence of personality and motivation on oral presentation performance. This demonstrates that even motivation do affects performance, which do have an impact on an individual's success as a whole.

One issue related to personality traits of students is the impact of personality on academic performance. Research has shown that certain personality traits, such as conscientiousness, openness, and emotional stability, are associated with higher academic achievement, while others, such as neuroticism and impulsivity, are associated with lower academic achievement (Yousaf, A., Ditta, A., & Safdar, M. K. (2022).

According to Tang KDH (2021), personality type determines a person's ability in academic performance. Every student does perform at various levels, which is largely influenced by a variety of factors. Even though they perform in similar manner but their performances may differ.

Understanding how personality traits influence academic performance can help educators and students identify strategies for improving learning outcomes. For example, students who score high in conscientiousness may benefit from setting specific goals, creating study schedules, and using organizational tools to manage their time effectively. On the other hand, students who score low in emotional stability may benefit from stress-management techniques, such as mindfulness meditation or cognitive-behavioral therapy (Ong, M. Y., Wong, C. M., Lim, B. T., & Tan, C. H., 2021)

In addition to that, it was also mentioned that, students from different majors displayed distinct personality traits or combinations of traits, and some personality types were more likely to predict student performance in particular academic majors than others. There seems to be a difference between some personality types and others in terms of their impact on academic success (Tang KDH, 2021). Understanding and analysing a student's personality type can help us decide how well they can do and provide an exceptional result in their overall performance (Tang KDH, 2021). Differential intellect and personality traits have been related to individual disparities in academic success. Academic success is also impacted by personality traits. In this study, one of the dimensions of extroversion was examined to determine how it affected academic achievement. (Nayak R.D., 2020).

Moreover, addressing personality traits can be important not just for academic success, but also for personal and professional growth. Encouraging students to become more self-aware of their personality traits can help them identify their strengths and weaknesses, and develop strategies for personal growth and self-improvement. This can lead to increased confidence, resilience, and adaptability in all areas of their lives (Stupnisky, R. H., Lusk, L. G., Sawatzky, M. L., & Pekrun, R., 2020).

Therefore, the aim of this study is to explore the relationship between university students' personality traits (conscientiousness, agreeableness, neuroticism, openness and extraversion) and its impact on their performance. By identifying this, it is hoped to shed some light in the

psychology literature to assist scholars and practitioners in assisting to improve students' performance by knowing which personality traits affect the most.

### **Performance**

According to McCredie M.N, & Kurtz J.E., (2020) cumulative Grade-point-average (GPA) is a typical measure of a student's academic achievement, and this achievement is critical indicator of a students in the real world. GPA also is one of the indicators of a post-graduate income as well as an early mean to detect a student's at -risk academic difficulties. In addition to that, the GPA has also been used as one of the criteria for selection for job interviews.

Student performance generally refers to how well a student is able to achieve academic goals or objectives, which may be measured through various forms of assessment, such as tests, exams, assignments, and projects. Student performance can be evaluated in terms of their mastery of specific knowledge or skills, as well as their ability to apply that knowledge or those skills to solve problems or complete tasks (Stanny, C. J., 2021).

In the context of higher education, O'Donnell, A. M., & Anderman, E. M. (2020) identified that students' performance may also include factors such as attendance, participation in class discussions, and engagement with course materials. Additionally, student performance may be evaluated in relation to external standards, such as those set by professional organizations or licensing boards.

Overall, student performance is an important indicator of their learning and achievement in a particular academic setting, and it can be used to identify areas of strength and weakness, provide feedback to students, and guide instructional practices (Stanny, C. J., 2021).

### **Personality Traits**

A personality trait is a characteristic pattern of thinking, feeling, or behaving that tends to be consistent over time and across relevant situations. Research has found that these personality traits are relatively stable over time and across cultures, and that they can predict a range of important life outcomes, such as academic and occupational success, health and well-being, and social relationships. Understanding the Big Five personality traits can be useful for educators and others who work with students, as it can help them tailor their approach to individual students based on their unique personalities and preferences (Ozer, D. J., & Benet-Martínez, V., 2021).

In studying and discussing about personality traits, it will often lead to the discussion of Big Five personality traits and the traits are conscientiousness, agreeableness, neuroticism, openness and extraversion. Below are the elaboration on each traits.

#### ***Conscientiousness***

Kamilah Seman & Zurina Ismail, (2019) mentioned that conscientiousness is defined as goal-directed behaviour, abides to norms and standard. A person who is label as having conscientiousness, is a person who is competence, dutifulness, self-control, very organized in their work. Since conscientiousness involves qualities like willingness to accept responsibility, diligence, discipline, and organisation, it has also been linked to superior academic success (Tang, D.K.H, 2020). Liang H. Y. & Kelsen, (2018) in their studies discovered that diligent individuals exhibited the highest levels of extrinsic and intrinsic motivation in addition to the best academic results and conscientiousness has a direct, positive, and considerable impact on

pupils' academic progress (Poropat A. E., 2014). Conscientiousness has become the best predictor of academic performance, with reported relationships frequently matching those between IQ and GPA (A. Vedel & A.E. Poropat, 2020)

### ***Agreeableness***

Agreeability has an impact on interpersonal teamwork's positivity (Tang KDH, 2021). Those who are pleasant have high levels of social empathy and are adaptable in social situations and at school, which helps them succeed academically (Abedini, Y., 2021). Being highly pleasant is a desirable trait for gaining and maintaining widespread acceptability, therefore having it in students can be advantageous in a variety of situations. As a result, agreeableness has a positive and considerable impact on academic achievement.

### ***Neuroticism***

According to Kamilah Seman & Zurina Ismail, (2019), neuroticism can be described as emotional, nervous, easily tensed and anxious with all negative emotionality. And according to (Tang KDH, 2021), neuroticism is the feeling of anxiety, unhappiness, immoderation, gloominess, self-consciousness, and insecurity. This statement defined how neurotic students exhibit emotional instability in their actions and behavior. This issue is supported by El Othman, R., et al. (2020) who found that high neurotic people are more likely to experience negative effects, are more easily irritated, and use inappropriate coping mechanisms like interpersonal hostility. For instance, neuroticism students who perform poorly on a previous quiz would perform worse on future exams. This situation is also shared by Soraya Hakimi, et al. 2011) stated that people with high levels of neuroticism experience abnormalities and problems, which hinder their ability to work well. It is well accepted that stress has a poor impact on students' performance, particularly during exam situations (which is frequently a significant element in students' GPA). Moreover, neuroticism has been linked to illness, missed classes, and other factors, which significantly impacts performance.

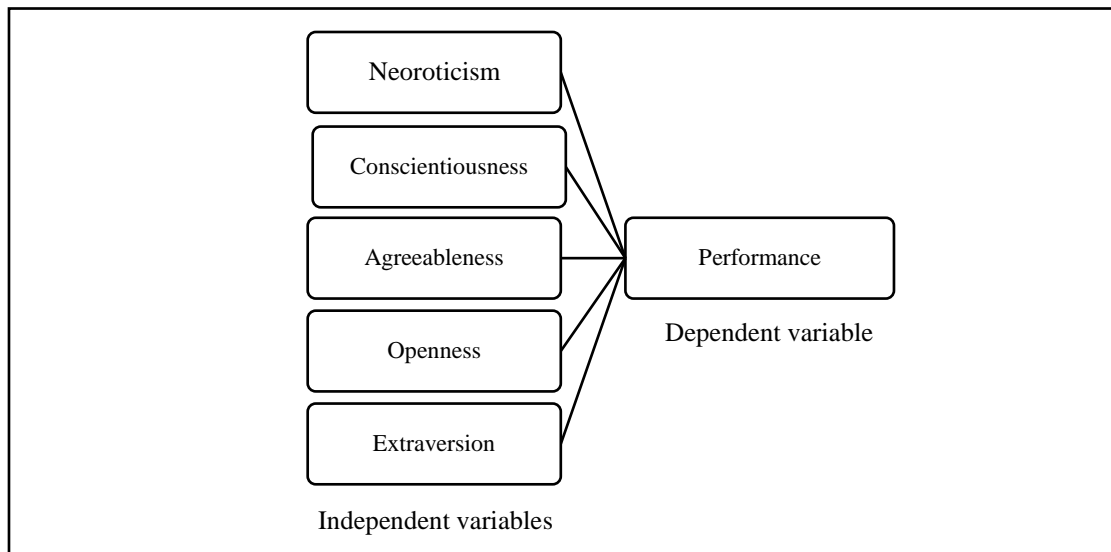
### ***Openness***

Those who are open are often original, unsure of themselves, imaginative, and open-minded to new things (El Othman et al, 2020). Because openness is spontaneous and continuously seeks out intellectual challenges and novel experiences, it tends to make people less reliant on the opinions of others in general (El Othman et al, 2020). Significant associations between openness and academic achievement have also been found. Openness scores have been shown to correlate with general IQ tests, and those with high openness tend to be intellectually curious and perceptive one way to explain the positive correlation between being open to new experiences and academic performance is through cognitive capacity.

### ***Extraversion***

Extraversion is characterized by positive emotions, surgency, and the tendency to seek out stimulation and the company of others. The trait is marked by pronounced engagement with the external world (Nayak R.D., 2020). It was also mentioned by Liang H. Y. & Kelsen, (2018), students who possess extraversion traits or socially active students were far more inclined to learn and tend to performed well academically. As cited in Sourabh Sharma. & Ramesh Behl, (2022) extrovert students are outgoing, talkative and assertive. Extroverts are also positive thinkers and comfortable working in a crowd. These students are comfortable to ask questions should the need arises and as a student this helps them to clarify any issues or matters which they don't understand.

From the discussion above, the theoretical framework in Figure 1 below was established. The predictors that was chosen are conscientiousness, agreeableness, neuroticism, openness and extraversion, while the response variable is performance.



**Figure 1: Research Framework**

### Methodology

This research was carried out with students from UiTM Kedah as participants, as time and budget constraints prevented a wider selection. Despite this, measures were taken to minimize bias and ensure the generalizability of the findings. To achieve this, a proper sample size was chosen and a simple random sampling method was used to avoid biases. The study selected 200 students from a population of 8000 using the G-Power tool.

In this study, data collection was conducted using questionnaires distributed through an online platform, specifically Google Forms. This method was selected for its simplicity and ability to gather a large amount of data efficiently. Using Google Forms enabled the data to be collected easily and quickly as the platform is free, easy to use, and can be accessed by respondents via links, social media, and email.

The questionnaire is divided into three sections with 4 demographic questions, 25 questions was on independent variables and 5 questions about dependent variables. The first section is listed as Section A which cover the demographic profile of respondents. Next, Section B provide questions on how different each personality type (Extraversion, Neuroticism, Agreeableness, Conscientiousness and Openness) affecting student's performance among UiTM Kedah students using Likert scale. The last section is Section C, which covers the dependent variable which is Performance. Since the questionnaires were send via google form, this omit the biasness in responding as researcher does not influence the respondents in answering the questions.

SPSS statistical software version 26 was used to analyse the data in this study. Frequency analysis, reliability analysis and multiple regression were the analysis procedures used in this study.

## Findings and Discussions

The findings of the respondent's demographic information such as their gender and age were tested first. Following that, the reliability measures analysis was conducted. Finally, the researcher did a multiple regression analysis, which demonstrated how each independent variable's impact on financial literacy.

In the profile of respondents, the questionnaires were filled out by all 200 UiTM Kedah respondents with 85% are female and 15% are male. As for age, 32% of the respondents are below 23 years of age, 26% are 22 years old, 18% are 21 years old and 13% are 24 years old. Only six (6%) respondents were under the age of 20, and 4% of those were 25 years of age or older. The final 1% of respondents were under the age of 18 years.

## Reliability Analysis

The reliability analysis was conducted using Cronbach Alpha to determine the internal consistency of the item evaluating the variables with subjective measures. The Cronbach Alpha was used to examine the reliability of the item variable of this study which are Extraversion, Neuroticism, Agreeableness, Conscientiousness, Openness and Overall Performance.

Table 1 shows the results of reliability analysis that has been obtained which indicated the value of Cronbach Alpha for all the items. We acknowledge that Cronbach Alpha values should be above 0.6 to be acceptable. In this present research, all the items Cronbach Alpha values are above than 0.6 which indicated that the variables showed significantly acceptable reading, however there is one variable which is Neuroticism had an insignificant result since the value of Cronbach Alpha is 0.508.

**Table 1 Results of Reliability Analysis**

Variable	Total Items	Item deleted	Cronbach's Alpha
Extraversion	5	None	0.756
Neuroticism	3	2	0.508
Agreeableness	5	None	0.654
Conscientiousness	5	None	0.769
Openness	5	None	0.796
Overall Performance	5	None	0.855

## Multiple Regression Analysis

As shown in the table 4.2, the  $R^2$  value is 62.7%. This means that the independent variables for five variables do not greatly impact the dependent variables (Performance). It indicates that the independent variables Extraversion, Neuroticism, Agreeableness, Conscientiousness and Openness can be explained to the dependent variables as much as 62.7% only.

Based on the result, there are three independent variables that are significant because the value of the variables is less than 0.05 which are Extraversion, Agreeableness and Openness. Based on the standardized coefficients beta, the highest standardized coefficients beta value is openness which is 0.355 which is closer to 1 compared to the others variables. It is indicated that openness is the most influential factor towards students' performance. However, for the

neuroticism, the significant value is 1.0 which means that there is no significant relationship because the value is more than 0.05. It indicates that these independent variables give no impact on dependent variable. Hence, this research highlighted that all the independent variables have a significant relationship with the financial literacy and these hypotheses were accepted as shown in Table 3.

**Table 2 Multiple Regression Analysis**

Model	Standardized Coefficients Beta	Sig.
Extraversion	0.225	0.0
Neuroticism	-0.002	1.0
Agreeableness	0.291	0.0
Conscientiousness	0.107	0.2
Openness	0.355	0.0

Dependent Variable: Performance

R Square = 62.7%

Sig: 0.001

**Table 3 Summary of Hypothesis**

Hypothesis	Result
H <sub>1</sub> : There is a relationship between Extraversion and overall performance among UiTM Kedah students.	Accepted
H <sub>2</sub> : There is a relationship between Neuroticism and overall performance among UiTM Kedah students.	Rejected
H <sub>3</sub> : There is a relationship between Agreeableness and overall performance among UiTM Kedah students.	Accepted
H <sub>4</sub> : There is a relationship between Conscientiousness and overall performance among UiTM Kedah students.	Rejected
H <sub>5</sub> : There is a relationship between Openness and overall performance among UiTM Kedah students.	Accepted

### Conclusion and Discussion

From the result obtained from the survey of this study, it shows that extraversion, agreeableness and openness do influence student's overall performance. This result is aligned with past research by Liang H. Y. & Kelsen, (2018); Tang KDH (2021) and El Othman et. al. (2020), that stated all these variable have significant impact on students' academic performance. They also stated that these personality traits can be useful for educators and others who work with students, as it can help them tailor their approach to individual students based on their unique personalities and preferences.

Meanwhile, neuroticism and conscientiousness are rejected and there is no relationship on overall performance of students. These results are contradict with the past researchers by El Othman et. al. (2020) and Kamilah Seman & Zurina Ismail (2019). But a research by Yousaf, A., Ditta, A., & Safdar, M. K. (2022) indicated that neuroticism is said to be consistent among the lower performance students. The results shows that neuroticism and conscientiousness has no relationship with performance maybe due to the respondents believes that such personality has low management and planning capabilities and leads to stress that lower their academic performance.

With that, it would also wise to inform curriculum developers of the personality traits and individual differences of learners, so that it would help them draw different approach and implement flexibility in accessing students' performance and create excited in their learning journey. Besides, classroom activities and lecture session would need to incorporate activities which would encourage openness, extraversions and agreeableness among college students before they leave for work life. However, this can also be implemented and with the assistance of parents, all these traits can be featured throughout early childhood by presenting proper role models.

In conclusion, the personality traits of students can have a significant impact on their academic performance and personal growth. Certain personality traits, such as conscientiousness, openness, and emotional stability, are associated with higher academic achievement, while others, such as neuroticism and impulsivity, are associated with lower academic achievement. Addressing these personality traits can be important not just for academic success, but also for personal and professional growth. Encouraging students to become more self-aware of their personality traits can help them identify their strengths and weaknesses, and develop strategies for personal growth and self-improvement. This can lead to increased confidence, resilience, and adaptability in all areas of their lives. Therefore, understanding and addressing personality issues in students is crucial in supporting their academic and personal success.

### **Limitation and Suggestion for Future Research**

One limitation of this study is the sample size, which may restrict the generalizability of the findings. For future research, it is recommended to include students from other public universities and also students of different level of study for example, students from postgraduate programme. This would further enhance the external validity of the study and provide a more comprehensive understanding on the issue discussed.

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