

Impact of Personality Traits on the Academic Achievement of Students at the College Level

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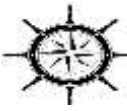
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Abstract

This research aims to determine the impact of personality traits on the academic performance of students at the college level. Research questions and research objectives lead the study. Objectives were; to enumerate the different personality traits that college students display which the five-component model theory explains, to evaluate the connection between a student's personality characteristics and academic success, to analyze many personality traits that affect students' academic success, and to make suggestions for how to solve the issue so that more studies may be done. The survey research design was used to accomplish the objectives. The study focused on undergraduate students from Government colleges of District Rahim Yar Khan. 400 ADP students were chosen from a target population of 7 Government colleges (girls & boys) in Sadiqabad, Khanpur, and Rahim Yar Khan by using the simple random technique. A five-point Likert scale i.e. SD, D, UD, A, SA self-structured questionnaire was used to collect data from the participants. The collected data were analyzed by using SPSS software with descriptive statistics (percentage, mean, and standard deviation). On the basis of the conclusion, there is a significant relationship between panic situation and personality; task handling and efficiency; skills and social situation with a positive correlation at $\alpha=0.05$.

Keywords: Personality, Academic achievement, Personality traits, Undergraduate Students, College level.



Introduction

A person's social and passionate ad is "dynamic mental structures and mental activities". The idea that personality is well-thought-out and persistent in that there are behavioral patterns that are continuous through time and context, assisting in the prediction of behavior when specific qualities are present, is one that James and Mazerolle characterize as well-amputation to circumstances. Personality theory is crucial to understand organizational behavior. Often, the personality directs and shapes the behavior. People need to be aware of their personality traits and how they affect their behavior. The person's ability to act sensibly will benefit by understanding and admitting this (Bangkara, 2022).

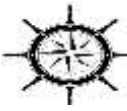
One could be pleasant and compassionate most of the time if they are conscious of their high agreeableness, but there may be occasions when they should be more rational than empathetic. Similarly, to this, a person with a high degree of openness would never feel comfortable in a conventional, repetitive profession; instead, he will require a position that offers more opportunities for investigating novel concepts. Knowing these characteristics consciously will help you make the correct decisions and behave in the appropriate ways (Oishi & Westgate, 2021).

Personality Traits

A personality trait is an individual's propensity/tendency towards a certain way of feeling, acting, or thinking that is likely to endure over time and under appropriate circumstances. These include openness to new experiences, neuroticism, conscientiousness, and agreeableness. Many studies have looked at significant life outcomes, as well as personality stability and change throughout a person's life. Although everyone recognizes character, no one can adequately explain it. Human identity is undoubtedly elusive and challenging to describe. A person's personality may be described as a combination of important exterior behaviors and social interactions. The parts that make up a person's personality come together to produce a cohesive whole (Bardi & Guerra, 2011).

i. Personality & Nature

Every person's personality is said to reflect his nature. An individual typically asserts by his observable behaviors. Adults adopt an objective perspective on both themselves and others as a result of their extensive experience. In order to better their character and behavior, they also reflect (Diener et al., 2019).



ii. Self-Conscious

Humans and other creatures differ greatly from one another. A person has a special aspect in his personality that makes him self-conscious and varieties him alert to his environment and feeling of self.

iii. Environmental Adaptability

Off and on, personality does alter depending on what needs to be changed. Any resistance to change results in a struggle that is tense and unpleasant, people typically adjust to new circumstances and difficulties. A change in behavior pattern that results from adapting to new circumstances frequently creates favorable working conditions and surroundings.

iv. Goal Oriented

People struggle to accomplish their goals. People do have the motivation to succeed. Motive is driven by needs and wants. An individual's behavior is guided by his desires to fulfill his needs or wishes. Changes in behavior are caused by both physiological and social factors.

v. Integration of Personality

Personality functions consistently by fusing a variety of mental and experiential processes. In terms of how it is integrated, personality varies. People with developed personalities blend their ideals and experiences quite well. This depends on the moral values they have cultivated since they were young.

Personality Characteristics

A list of your attributes will be requested from you if you apply for a job. Employers assume that your personality is reasonably stable. Are our early experiences more responsible for it than our genes? The reply is obviously both. Because genes are responsible for creating our brain and the chemicals that function within it, there are inevitably going to be genes that affect our behavior. However, it is notoriously challenging to identify even one of the hundreds of genes implicated. Since personalities are complicated, so is the genetics of behavior. Understanding how genes affect behavior is still a relatively new field for scientists (Dong, 2020).

- Organized and consistent personality



- Although personality is psychological, biological demands and processes can have an impact.
- Personality affects behavior
- Personality can be seen in a variety of ways, including thoughts, feelings, behaviors, and more.

Four main Stages in the Development of a Personality

Four major stages of personality development are listed below:

- i. Initial connection
- ii. Family identity and role
- iii. A child's entry into the social world
- iv. The teenage years

i. Initial Connection

A child naturally becomes attracted to someone or something who is taking good care of them. After a few weeks, the kid in this stage begins to reply to those or to whom; he is bonded with a smile. Additionally, it needs nutrients to grow properly. It typically uses sobbing as a last resort to get its demands met. The youngster is relatively passive during this time and requires the utmost care from people around them (Goodman, 2017).

ii. Family Identity and Role

The child understands family interactions, some societal norms, etc. During this stage, which lasts between two and six years, it gains the necessary knowledge to distinguish between a mother and a father (male and female). This stage of life is when a youngster requires attention, love, and approval along with a reaction to personality development (Harris, 2022).

iii. A Child's Entry to the Social World

At this period, the youngster begins to follow social standards by actively participating in school activities. He makes an effort to live independently because he spends most of the day away from home. The youngster adopts and imitates the traits of peers, instructors, and other people (Hartmann, 2021).

iv. The Teenage Years



The personality of the child may be quite adaptable. Certain traits are abandoned throughout this time, and other traits are adopted. Body and sexual development take place throughout this time. Between the ages of 7 and 8, a youngster usually demonstrates logic. Identification and displacement are processes that characterize the normal development of personality; they frequently occur when conflict arises. Physiological development, frustration, and external threats are the main causes of conflicts. This procedure might be either partial or comprehensive. For instance, a person might value his father's role highly in some ways, but in others, he might strive to pinpoint the traits he learned from other individuals. As a result, an individual's behavior is the result of much identification; similarly, displacement occurs in an individual.

Statement of the Problem

There have been various examinations into the origins of academic misery, but there are hints that certain undiscovered components may be to fault and need to be untangled. The researcher's goal in doing this study is to ascertain whether there is any system from which the *five main personality traits* (acceptable, high level of contemplation, eagerness to please, extraversion, and enthusiasm) may benefit to better grasp this issue. As a result, the researcher decided to ask students about this subject. To determine how the personality features of students affect their academic progress, this study's objective is to do just that.

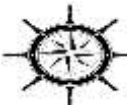
Significance of the Research

The purpose of this study was to enlighten participants about various personality traits on students' academic performance. This study also provided information to those working in the field of education about the influence of students' personality qualities on their academic performance. The impact of personality characteristics on students' academic accomplishment was one of the areas where this study influenced the body of literature. This study established the observed literature for further research in the area.

Research Objectives

The study was guided:

- To enumerate the different personality traits that college students display in their academic careers.
- To evaluate the connection between a student's personality characteristics and



academic success.

- To look into and analyze the many personality traits that affect students' academic success.

Research Questions

- What aspects have an impact on a student's academic performance?
- Is there any connection between a student's personality characteristics and academic success?
- What sort of personality traits might influence a student's academic success?

Literature Review

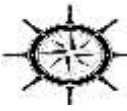
Personality traits indicate continuous distributions, which is an important feature, rather than particular personality types. The distribution of extraversion scores among the thousands of respondents to the survey. You can observe that fewer people report extremely high or extremely low scores, and the majority of respondents define themselves as being moderately extroverted but not excessively so. The following three elements are used to define personality traits:

- Consistency,
- Stability, and
- Individual differences.

People must display traits of personality that are largely consistent across settings in their behavior. People are more likely to be talkative at work if they are talkative at home. People who possess a trait also demonstrate the corresponding behaviors in a sufficiently consistent way over time. For instance, if a person is talkative at the age of 30, he will likely continue to be such until the age of 40. People differ from one another in their associated behaviors. Speaking and being able to stand up straight are not personality traits because these are abilities that practically everyone possesses and in which there are few differences between persons. However, because talkativeness and degree of activity vary among individuals, talkativeness and level of activity do exist as personality traits (Deyoung & Gray, 2009).

Personality

Both stable and flexible are descriptions of personality. According to James and Mazerolle's definition in "dynamic mental structures and mental operations", refer to a person's passionate and social response to circumstances. In general, personality is well-



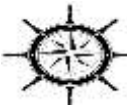
thought-out and persistent in that there are behavioral patterns that are constant over time and environment, which aid in behavior prediction when specific attributes are present. The term “*personality*” refers to an individual’s overall qualities, interests, drives, values, self-concept, abilities, and emotional patterns. It also refers to how those individual deals with life in their particular way (Rawat et al., 2015).

The Latin word *persona*—from which the English word “personality” is derived— refers to a theatrical mask that performers don’t portray multiple people as or conceals their true identities. Several factors can be used to explain personality, including genetic effects and the importance of an individual’s upbringing and experiences in molding their personality features, and the mind. What or by whom is a personality defined? Characteristics, cognitive processes, and the following are all fundamental components of personality. The majority of the times, behaviors have a definite order and regularity. In essence, people act consistently or persistently in similar ways, under a variety of conditions (Lievens et al., 2009).

Personality Traits

Trait theories commonly hold that personality is the product of innate, genetically determined traits like:

- i. **Acceptable:** Show empathy, cares about others, and delights in lending a hand.
- ii. **High levels of contemplation,** strong impulse control, and goal-directed actions are all examples of conscientiousness.
- iii. **Eager-to-please:** passive, accommodative, and compliant.
- iv. **Extraversion** is characterized by heightened emotional reactivity, sociability, talkativeness, and aggressiveness.
- v. **Enthusiasm:** Quiet, reserved has a hard time recovering from stressful situations, is worried, worries about a variety of topics, and becomes irritated easily. Neuroticism also includes experiencing stress and having excessive mood swings.
- vi. **Imaginative,** open to trying new things, and eager to take on new challenges.



Personality Traits and Learning Styles

When it comes to the patterns of behavior, cognitions, and emotions displayed by different characters, these differences are referred to as personality traits. Personality qualities have a role in processing information, which is seen as a learning characteristic. In other words, it is claimed that personality traits have an impact on how new information is processed during the learning process. A person's learning style, according to Gregorc, is the particular behavior that demonstrates how they learn and become acclimated or accustomed to the specified learning environment. That proverb can be taken to mean that everyone has a particular learning style and that each person has distinctive traits or attributes that affect how they learn and interact with the world (Potter, et al., 2011).

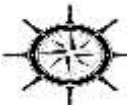
Learning styles are also mentioned as important elements that led to academic performance. Learning styles are typically nothing more than particular approaches or tactics used during education development. According to Sternberg, learning styles can be altered at some time because they are developed through social interaction. As a result, it is crucial from the perspectives of teaching professionals, researchers, and psychologists to recognize the significance of learning styles and their effects on students' academic achievement. Teachers must have a thorough understanding of students' preferred learning styles and how that influences their academic success in order to help students improve their performance in the classroom. It's critical to take into account the range of learning styles, as Anderson and Adams emphasized. The reason for this is that different learning styles can have an impact on how quickly students pick things up, which can have an impact on how well they do academically as a result of their learning experiences (Mastoras, 2012).

Behavioral Theories

According to behavioral theories, personality develops as a result of a person's interactions with their environment. Many times, internal thoughts and feelings are overlooked as behavioral theorists focus on observable and quantifiable behaviors (Komarraju et al., 2011).

Humanist

Humanist beliefs place a strong focus on the importance of each person's unique experiences and their capacity for free will in forming their personalities. Humanist theorists like Carl Rogers and Abraham Maslow come to mind (Allik, 2012).



Top Theories

On personality, countless ideas have been developed. Each hypothesis illustrates a particular form of the distinctive character of an isolated. The following theories are seen to be more prevalent than others (Kosinski, Stillwell & Graepel, 2013). Following are succinct explanations of these five theories:

1. Model Theory

Model theories propose that people can be divided into many types. The way one looks is one way that personalities are categorized. Sheldon proposed type theories and believes that a connection may be made between the physical characteristics of the body and personality. Or, to put it another way, a short, chubby person (endomorph) is described as sociable, laid-back, and even-tempered; a tall, thin person (ectomorph) is described as restrained, self-conscious, and fond of solitude; and a heavy-set muscular person (mesomorph) is described as noisy, callous, and fond of physical activity (Nedeljkovi, 2022).

2. Trait Theory

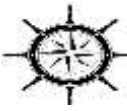
It's also interesting to consider the typical approach to understanding personality. A nature attribute is seen as a permanent quality of a creature that persistently shows itself in a variety of circumstances. One individual differs from another based on each unique quality. Finding the fundamental characteristics that accurately describe personality and developing a method to test them are the two processes that psychologists employed in the field of trait theory are interested in.

Personality traits can be evaluated in two different ways.

- i. By answering questions about his beliefs, emotions, and actions, the person describes of himself.
- ii. Based on what he knows about the person or from direct behavioral observation, another person makes a judgment about the person's traits. This is typically accomplished using a personality questionnaire or a rating scale.

3. Psychoanalytic Theory

The first complete theory of personality was called psychoanalytic theory and was created by *Sigmund Freud*. Three components the id, ego, and superego were what Freud



considered making up personality (Van der Eijk, 2015).

i. The Id:

The root of personality is all that the Latin term “id”, which simply means “it”, alludes to the id as the mental entity that contains all of a person’s genetically inherited traits, characteristics present at birth, and entrenched personality traits, particularly instincts.

Without considering the effects of its acts on other people or on its self-preservation, the id obediently manifests the pleasure principle, which calls for a quick release of tension. The so-called “Id” refers to the *instinctual, unconscious, and primal component of the psyche*.

ii. The Ego:

Needs cannot be met by mental representations. Man cannot consume photos to fulfil his appetite when he is famished. We should take reality into account. Because it is necessary to engage with reality, the ego emerges from the id. The “executive” of the partially conscious personality is therefore referred to as “The Ego”, and it makes decisions based on conflicting impulses from the Id, rules from the Super Ego, and laws of reality (Oishi, 2021).

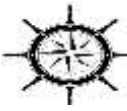
iii. The Super Ego:

Third in the personality is the super-ego. It depicts the child’s internalized representation of the principles and values of society as they have been instilled in them by adults. According to societal norms, the super-ego determines if behavior is right or bad. The superego, or moral side of the personality, is responsible for assimilating social norms and values and acting as a person’s conscience. These three factors, in Freud’s opinion, aid in personality evaluation (Van der Eijk, 2015).

4. Social Learning Theory

Learning allows one to learn or change many aspects of human behavior. Two approaches are used in education; learning from the examples of others and reinforcing personal experience. The cognitive processes and behavioral patterns that the social learning theory emphasizes include:

- Competencies,
- Creating Cognitive Strategies
- Expectations for Outcomes
- Objective Value Results



It also focuses on methods and plans for self-regulation, where personal preferences result in self-imposed objectives and behavioral norms (Komarraju et al., 2011).

Impact of Personality

Understanding how a person's personality develops and changes over his lifespan can be found. Often referred to as a personality test or personality quiz, a personality assessment is one tool that people can use to better understand their strengths, weaknesses, and preferences. Some evaluations may consider a person's score on a particular attribute, such as how high his extroversion, conscientiousness, or openness score is. The development of specific personality traits throughout time may be monitored by other evaluations. Certain tests can aid individuals in understanding how their personality affects a variety of facets (Lange, 2015).

Personality Disorders

There are four different *types of personality disorders*: Narcissistic Personality Disorder (NPD), Borderline Personality Disorder (BPD), Antisocial Personality Disorder (APD), and Paranoid Personality Disorder (PPD). The symptoms of personality disorders might vary depending on the illness, but the following are some typical ones:

- Aggressive conduct
- Illusionary beliefs
- Trust issues (they don't trust others)
- Neutral feelings (no emotional range)
- Lack of interest
- Ignoring the limits of others
- Suicidal thoughts or actions are also experienced by some BPD sufferers.

Personality Traits and Academic Achievement

Characteristics are "relatively permanent patterns of thoughts, feelings, and behaviors that demonstrate the propensity or tendency to respond in particular ways under specific circumstances". The two most often used and studied taxonomies of personality traits are the Five-Factor Model (FFM) and the Big Five, which both include neuroticism, extraversion, openness, conscientiousness, and agreeableness. These are the personality traits that we will be focusing on in this article. Note that we refer to the Big Five and FFM interchangeably throughout the text. Few researchers have discovered that the personality



factors listed in the FFM are crucial for student achievement.

The normal personality saturation of achievement measure is an educational Psychology Review described by several behavior styles that are good for student learning and success. For instance, pupils who achieve high levels of conscientiousness participate more actively in their coursework and homework. According to research, the process of actively choosing a niche (position/role) is what is most important for the developmental transition that occurs during adolescence. According to the research, students should pick educational opportunities and settings whose characteristics match their personalities. To comprehend the relationship between personality qualities and academic accomplishment, different processes might be assumed for each of the five traits (Caprara et al., 2009).

Personality Characteristics and Academic Success are related

Numerous studies have demonstrated a connection between students' academic achievement and their personality qualities. The researcher conducted a study on the relationship between the Academic achievements of a sample of Russian university students according to their Big Five personality traits. The findings showed that extraversion, agreeableness, neuroticism, and openness to new experiences were all associated with academic success. Openness is related to learning and general knowledge, in contrast to conscientiousness, which is tied to academic performance. The target group of a study on the evaluation of Students who had completed at least three semesters of study at specified postsecondary institutions in Ghana was included in the study on the effects of personality variables on the academic performance of tertiary students. By using descriptive statistics and regression analysis impact is assessed. The results showed a correlation between tertiary students' academic success and agreeableness, and conscientiousness. However, neither extroversion nor neuroticism was shown to be significantly associated with academic success. However, neither extroversion nor neuroticism were shown to be significantly associated with academic success. They discovered that the factors that predict academic success are consciousness and openness. Consciousness was the most accurate predictor of academic achievement out of the five personality qualities (Walkowitz, 2010).

Major Personality Qualities

Personality has been seen as a major role in this area. The role that the excellent big five personality traits play in predicting academic accomplishments has received the vast



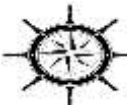
majority of writing attention; nevertheless, less research has focused on the role that other personality traits outside of the broad gigantic five have in expecting success. Simply speaking, the higher-request quality center assessments, Type D identity, and formative work personality are three more complex identity qualities that have been less well explored. Additionally, there is a dearth of research examining the development of commitment as a link between eighteen among identities and academic execution outcomes (Rawat, et al. 2015).

Given the relevance of academic achievement in post-optional instruction, it is essential to consider any potential complex identity elements associated with academic achievement, a process variable (commitment) that may be molded further, and in this way recommend our inter-sessions. Results may help schools identify both successful and at-risk students during the admission process and may suggest a course of action for mediation to ensure the best outcomes for academic performance. The current study then examines how three identity attributes directly affect test scores for scholarly accomplishment as well as a potential intermediary element that may have an impact on this relationship (Cohn, 2016).

Theoretical Background

In Pakistan's educational system, the issue of underachievement has assumed a concerning dimension. Even when they are not academically capable, pupils have devised numerous illegal ways to advance in exams out of a concern to make it anyhow. Sadly, the load has caused the system to fail. Examining people's abilities about their ostensible academic success as represented by their certificates is becoming more and more difficult. Many applicants are unable to uphold honorably the outcomes they purportedly achieved. This has inevitably led to a persistent inability to successfully compete for jobs, which has grown into a significant issue. In the past, several aspects have been investigated to determine the origin of this social misery, although there are signs that some unidentified components may include. This study was motivated by a desire to learn more about the issue, and the researchers want to see whether there is any system from which the five major personality qualities can benefit (De Young & Gray, 2009). Therefore, the researcher has chosen to find out about this issue among the pupils. The purpose of this study is to ascertain how personality factors affect students' academic ability and achievement.

The Five-Factor Model (FFM) of personality, which includes the traits of Openness (broad-mindedness, artistic sensibility, and imaginativeness), Emotional Stability (alteration versus



uneasiness), Agreeableness (friendliness and reflecting likeability), Extraversion (sociability and activity), and Conscientiousness (will-to-achieve and dependability), has been essential in understanding personality (Saklofske, et al. 2012).

One of the most well-known and influential areas of psychology is personality, which has the most potential to affect how an individual behaves in their daily lives. The way one perceives oneself is known as their personality. The personality of an individual varies from situation to scenario and is determined by what they are going through at the time. The Big Five Personality Traits, are the most well-known and widely accepted of all known personalities. An individual is composed of the Big Five Personalities, which are a combination and an idea. Additionally, there are ideas of elements that have an impact on a person's personality and frequently have an impact on how they react to others.

Research Methodology

This research was proposed to describe the impact of personality traits on the academic achievement of students at the college level in district Rahim Yar Khan. The source for collecting data was the students of the college to find out the impact of personality traits on academic achievement. Student data was collected through a questionnaire and the research was descriptive.

The main objective of the study is to ascertain how personality traits impact students' academic performance at the college level in Rahim Yar Khan. The study focused solely on the Rahim Yar Khan District. The target population for this quantitative research/study was 400 male and female students from Government Colleges in District Rahim Yar Khan. The researcher uses this population to gather data, conduct analysis, and make conclusions. The study's sample was chosen by using a simple random sampling approach. 400 college-level students from district Rahim Yar Khan, both boys, and girls, were randomly selected, and each was given a self-made questionnaire. A total of 400 students from 7 colleges in district Rahim Yar Khan made up the study's sample, of which 200 were males and 200 were females.

Table 1

List of Sample Colleges

Sr. #	Colleges	Students
1	Govt. Khwaja Fareed Graduate College, Rahim Yar Khan	60
2	Govt. Associate College for Women, Eid Gah Road, Rahim Yar Khan	60
3	Govt. Graduate College for Women, Rahim Yar Khan	60



4	Govt. Associate College, Sadiqabad district Rahim Yar Khan	60
5	Govt. Associate College for Women, Kot Samaba, District Rahim Yar Khan	60
6	Govt. Graduate College for Women, Khan Pur District Rahim Yar Khan	50
7	Govt. Associate College, Khan Pur District Rahim Yar Khan	50
Total		400

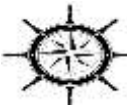
Data Analysis

The research tool used in the study was a questionnaire, and the data was subjected to a correlation analysis using the statistical application software i.e. Statistical Package for Social Sciences (SPSS) to determine the views of the students about personality traits at the college level. Calculating various metrics and test outcomes required the use of descriptive and inferential statistical techniques. Mean and standard deviation was used to determine the behavior level of the students. Calculations were made to determine the relationship between students, and their personalities. To assess how male and female students perceived things, an independent samples t-test was used.

Research Findings

The findings of the study were as follows:

1. 70% of the respondents agreed with the statement “I have a vivid imagination”, 21% disagreed and 8% were neutral. The average score is 3.5, and Std. deviation is 1.038.
2. 70.4% of the students agreed with the statement “I believe in the importance of art”. Whereas, 17% disagreed and 12.8% remained neutral. The average score is 3.5, and Std. deviation is 0.97961.
3. 71.8% of the disciples agreed with the statement “I experience my emotions instantly”. While 16.5% disagreed and 11.8% were neutral. The average score is 3.6 and Std. deviation is 0.96485.
4. 53.8% of the students agreed with the statement “I prefer variety in routine”, 32% disagreed and 14.2% were neutral. The average score is 3.4 and Std. deviation is 1.111.
5. 66% of the students agreed that they seek adventure, 24% disagreed and 10% remained neutral. The average score is 3.5 and Std. deviation is 1.08707.
6. 59.5% of the respondents agreed with the statement “I love to daydream”. Whereas, 20% disagreed and 10.5% were neutral. The average score is 3.2 and Std. deviation

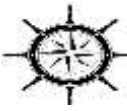


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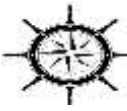
7. 51.4% of the students agreed and 10.5% strongly agreed with the statement that they jump into things without thinking. 6.3% of students strongly disagreed, 18.4% disagreed, and 13.5% remained neutral. The average score is 3.5 and Std. deviation is 1.0373.
8. 83% of the students agreed with the statement “I excel in what I do”. 3.8% strongly disagreed, 4.8% disagreed, and 8.0% were neutral. The average score is 3.8 and Std. deviation is 0.83345.
9. 23% of the students agreed that they often forget to put things back in their proper place. 61.8% disagreed with the statement whereas 15.3% were neutral. The average score is 3.8 and Std. deviation is 0.93535.
10. 64.3% of the students agreed with the statement “I carry out my plans”. 17.3% disagreed, and 18.4% were neutral. The average score is 3.5 and Std. deviation is 0.92847.
11. 12.8% of the students agreed that they make rash decisions. 64% disagreed with the statement whereas 13.2% remained neutral. The average score is 3.6 and Std. deviation is 1.0718.
12. 82% of the students agreed that they handle tasks smoothly. 11% disagreed and 7% were neutral. The average score is 3.8 and Std. deviation is 0.73561.
13. 59.1% of the students agreed that they trust others. 28.1% disagreed and 12.8% remained neutral. The average score is 3.5 and Std. deviation is 1.0709.
14. 45.3% of the students agreed and 7.5% strongly agreed with the statement that they love to help others. 24% disagreed, 6.3% strongly disagreed and 17% were neutral. The average score is 3.4 and Std. deviation is 1.09044.
15. 61.3% of the respondents agreed that they sympathize with the homeless. 25.3% disagreed and 13.4% remained neutral. The average score is 3.4 and Std. deviation is 1.06491.
16. 21% of the students agreed with the statement “I cheat to get ahead”. 9.3% disagreed and 70.3% were neutral. The average score is 3.7 and Std. deviation is 0.81648.



17. 24% of the students agreed that they are concerned about others. 68.5% disagreed and 8.5% were neutral. The average score is 3.9 and Std. deviation is 0.93006.
18. 16% of the students agreed with the statement “I feel sympathy for those who are poor or in bad condition than me”. 71.5% disagreed and 12.5% were neutral. The average score is 3.6 and Std. deviation is 1.02961.
19. 61.2% of the students agreed with the statement “I make friends easily”. 25% disagreed and 13.8% remained neutral. The average score is 3.4 and Std. deviation is 1.11799.
20. 69.8% of the students agreed that the number of “likes” they get on photos or posts makes them feel better about themselves. Whereas 18.2 % disagreed and 13% were neutral. The average score is 3.5 and Std. deviation is 1.04226.
21. 68.8% of the students agreed with the statement “I find it difficult to approach others”. 21% disagreed and 10.2% were neutral. The average score is 3.5 and Std. deviation is 0.97844.
22. 53.8% of the students agreed with the statement “I feel comfortable around people”. 33.8% disagreed and 12.4% were neutral. The average score is 3.0 and Std. deviation is 1.27859.
23. 78.2% of the students agreed that they have a lot of fun. 4% disagreed and 17.8% were neutral. The average score is 3.8 and Std. deviation is 0.67738.
24. 35.3% of the students agreed that they prefer to be alone. Whereas 69.7% of the respondents disagreed with the statement and 9% remained neutral. The average score is 3.6 and Std. deviation is 0.95807.
25. 74.7% of the students agreed with the statement “I worry about things”. 14.3% disagreed and 11% were neutral. The average score is 3.6 and Std. deviation is 0.86712.
26. 62% of the students agreed with the statement “I get angry easily”. Whereas 25% disagreed and 13% were neutral. The average score is 3.7 and Std. deviation is 1.07389.
27. 13% of the students agreed with the statement “I panic easily”. 76.5% disagreed and 10.5% remained neutral. The average score is 3.8 and Std. deviation is 0.73561.



28. 28.6% of the students agreed with the statement “I fear the worst”. Whereas 59% disagreed and 12.4% were neutral. The average score is 3.3 and Std. deviation is 1.07087.
29. 52.3% of the students agreed with the statement “I am afraid to draw attention to myself”. 30.7% disagreed and 17% were neutral. The average score is 3.6 and Std. deviation is 1.09044.
30. 27.5% of the students agreed with the statement “I lose my temper”. 59% disagreed and 13.5% were neutral. The average score is 3.4 and Std. deviation is 1.06491.
31. 26% of the students agreed that they change their plans frequently. 67.3% disagreed and 6.7% remained neutral. The average score is 3.6 and Std. deviation is 0.94992.
32. 83% of the students agreed with the statement “I feel comfortable with myself”. 11% disagreed and 6% were neutral. The average score is 3.8 and Std. deviation is 0.85012.
33. 65.5% of the students agreed with the statement “I often think about why I am feeling the way I am feeling”. 24% disagreed and 10.5% were neutral. The average score is 3.4 and Std. deviation is 1.06009.
34. 75% of the students agreed that they avoid philosophical discussions. Whereas, 10.8% disagreed and 14.2% remained neutral. The average score is 3.7 and Std. deviation is 0.83224.
35. 76% of the students agreed with the statement “I am easily upset by the suffering of other people”. 15.3% disagreed and 8.7% were neutral. The average score is 3.9 and Std. deviation is 0.93851.
36. 57.7% of the students agreed with the statement “I often worry that I am not good enough”. 21.3% disagreed and 21% remained neutral. The average score is 3.4 and Std. deviation is 1.03347.
37. 82.5% of the students agreed with the statement “I stay in the background”. 8.2% disagreed and 9.3% remained neutral. The average score is 3.9 and Std. deviation is 0.74105.
38. 84.5% of the students agreed with the statement “I take care of other people before taking care of myself”. 10.5% disagreed and 5% were neutral. The average score is



3.8 and Std. deviation is 0.86967.

39. 68% of the students agreed with the statement “I often feel anxious about what could go wrong”. 22% disagreed and 10% were neutral. The average score is 3.5 and Std. deviation is 1.04291.
40. 76.6% of the students agreed with the statement “I consider/want myself to be charming”. 16% disagreed and 7.4% were neutral. The average score is 3.6 and Std. deviation is 0.93754.
41. 79% of the students agreed with the statement “I start arguments just for fun”. 9.2% disagreed and 11.8% were neutral. The average score is 3.7 and Std. deviation is 0.81648.
42. 75.5% of the students agreed with the statement “I am skilled in handling the social situation”. 16% disagreed and 8.5% were neutral. The average score is 4.1 and Std. deviation is 0.93102.
43. 74.2% of the students agreed with the statement “I am often troubled by negative thoughts”. 13.8% disagreed and 12% remained neutral. The average score is 3.6 and Std. deviation is 1.02961.
44. 61.3% of the students agreed with the statement “I accept people the way they are”. 25% disagreed whereas 13.7% were neutral. The average score is 3.4 and Std. deviation is 1.11799.
45. 69.8% of the students agreed with the statement “I describe my emotional experiences vividly”. 20% disagreed and 10.8% were neutral. The average score is 3.9 and Std. deviation is 1.0423.
46. 80% of the students agreed with the statement “I describe my experiences vividly”. Whereas, 11% disagree and 9% were neutral. The Average Score is 3.7 and Std. deviation is 0.90866.
47. 74.6% of the students agreed with the statement “There are many things that I do not like about myself”. 13.4% disagreed and 12% remained neutral. The average score is 3.7 and Std. deviation is 0.8323.
48. 82% of the students agreed with the statement “My mood change easily”. 8.3% disagreed and 9.7% were neutral. The average score is 3.8 and Std. deviation is



0.79015.

- 49.** 57.7% of the students agreed with the statement “I have control over my emotions”. 21.3% disagreed and 21% were neutral. The average score is 3.9 and Std. deviation is 1.03347.
- 50.** 82.6% of the students agreed that they treat everyone with kindness and sympathy. 8.4% disagreed with the statement and 9% were neutral. The average score is 3.8 and Std. deviation is 0.74025.
- 51.** 4.5% of students strongly disagreed, 6.0% disagreed, 24.6% were Neutral, 54.9% agreed and 10.0% strongly agreed with the statement “I do not like art”. The average score is 3.8 and Std. deviation is 0.86967.
- 52.** 28% of the students agreed with the statement “I stop what I am doing to help other people”. 63% disagreed and 9% were neutral. The average score is 3.5 and Std. deviation is 1.04291.
- 53.** 18.6% of the students agreed with the statement “I am very good at identifying emotions”. 75% disagreed and 6.4% remained neutral. The average score is 3.6 and Std. deviation is 0.93754.
- 54.** 72.5% of the respondents agreed that they have kind words for everyone. 21% disagreed and 6.5% were neutral. The average score is 3.6 and Std. deviation is 0.94992.
- 55.** 82.8% of the students agreed that they feel comfortable around people. 11.2% disagreed with the statement and 6% remained neutral. The average score is 3.8 and Std. deviation is 0.85012.
- 56.** 65.5% of the students agreed with the statement “I am well suited to the high-pressure environment”. 24% disagreed and 10.5% were neutral. The average score is 3.4 and Std. deviation is 1.0126.
- 57.** 75% of the students agreed that they rarely feel overwhelmed. 10.8% disagreed with the statement and 14.2% were neutral. The average score is 3.7 and Std. deviation is 0.83224.
- 58.** 76% of the respondents agreed that they hate being stuck in the same routine. 15.3% disagreed and 8.7% were neutral. The average score is 3.7 and Std. deviation is



0.93851.

59. 75% of the students agreed that they love exploring new ideas. 10.8% disagreed with the statement and 14.2% were neutral. The average score is 3.9 and Std. deviation is 0.939.

60. 76% of the students agreed with the statement “I have no trouble when starting a conversation”. 15.3% disagreed and 8.7% were neutral. The average score is 3.7 and Std. deviation is 0.93851.

Discussion and Conclusion

The study was carried out to investigate the “*Impact of Personality Traits on Academic Achievement of Students at the College Level*”. It has been investigated in the research that personality plays a significant role in student’s life at the college level in the district of Rahim Yar Khan. Based on the data analysis, the following conclusions were made about the study:

- Most students have a vivid imagination, and the majority of them have creative imaginations, artistic interests, high levels of emotionality, a preference for variation over routine, a desire for adventure in some cases, and a love of daydreaming in nearly half of them. According to analysis, having a highly vivid imagination core has a positive effect on academic success. Open students earn good grades, whereas those who are not open; earn poor grades.
- The majority of students score higher on self-efficacy, self-discipline, and achievement-striving measures in conscientiousness. Some students make hasty decisions and plunge into situations. Less than half of pupils trust others. According to analysis, pupils with high conscientiousness or carefulness; earn respectable grades, whereas those with low conscientiousness; score poorly on academic tests.
- The majority of students in the agreement has high levels of trust and is benevolent, cooperative, modest, and sympathetic toward the homeless. Only a small minority of students cheat to further their academic careers. According to analysis, more agreeable students perform better than those who are less agreeable.
- Most students who display extraversion are gregarious, optimistic, and thrill-seeking. While some students are self-assured, most feel comfortable among others. Researchers discovered that introverted students perform better academically than



extroverted students.

Recommendations

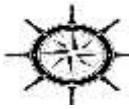
- Teachers and parents should assist the students in creating acceptable and feasible goals and make sure they are diligent and disciplined enough to consistently achieve them.
- Success should be followed with stimuli to encourage consistent good behavior. It will provide supportive feedback.
- Students should learn how to work together first with family members at home and then with classmates at school.

Future Research

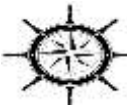
- Future studies can be conducted by taking interviews with students about their personalities and observing their performance in studies.
- Future research can also be conducted on a gender comparison basis.
- This study can be conducted by using the Percentage marks of students to measure the academic achievement of students.

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