**Effect Of Personality Traits On Academic Performance**

1 Mrs. Susmi U, 2Dr.Shubh Ram, 3Dr. Soudamini Menon

1Scholar, 2Professor, 3Professor

1Department of education,

1Shri Jagdish Prasad Jhabarmal Tibrewala University, Vidyanagari, Jhunjhunu, Rajasthan, India

**Abstract –**

Personality plays a significant role in various aspects of life, including academic performance. This study aims to explore the impact of personality traits on academic success. Specifically, it examines how the Big Five personality traits influence academic performance based on a review of previous research. After analyzing multiple studies, the findings suggest that among the five traits, conscientiousness, agreeableness, and openness are the most relevant to academic achievement. In contrast, neuroticism does not contribute positively to academic performance. Additionally, this review highlights gender-based differences in personality traits affecting academic success. For male students, academic performance is influenced by agreeableness, extraversion, emotional stability, and conscientiousness, while for female students, openness plays a more significant role. Conscientiousness is the only trait found to impact academic performance in both male and female students.

**Keywords – Academic Achievement, Personality, Performance, Conscientiousness.**

1. **INTRODUCTION**

Academic performance refers to a student's level of achievement in pursuing their educational goals. It serves as a measure of cognitive development and learning progress during the education process and is considered a crucial indicator of the effectiveness of educational institutions. Academic performance reflects the extent to which institutions, teachers, and students accomplish their short-term and long-term educational objectives. Education professionals assess student achievement through classroom performance and standardized test scores. A student's present and future prospects are largely influenced by their academic success (Kell et al., 2013).

When discussing academic performance, many people immediately associate it with a student's GPA. However, multiple factors contribute to academic success. While intelligence is often assumed to be the primary determinant of good grades, research in the field of education suggests that personality traits and overall satisfaction also play a significant role in academic performance. Personality has been recognized as a key factor influencing how students behave, learn, and perform in the classroom.

Before delving deeper, it is important to understand what personality means. Personality can be described as an individual's characteristic patterns of behavior, thinking, emotions, perceptions, and communication, which distinguish them from others. Each person possesses unique traits that shape their identity and differentiate them from others. According to Allport (1937), personality is defined as "the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to the environment." Personality is a distinct and organized set of enduring and consistent characteristics that differentiate individuals from one another. Personality traits encompass various aspects of an individual, such as behavior, thoughts, and emotions, and they serve as fundamental dimensions that distinguish people from each other (Matthews et al., 2003). Personality traits can be defined as a combination of personal attributes, emotional tendencies, and ways of responding to unexpected situations. By analyzing these traits, we can describe individual behavior, understand differences among people, and gain insight into their decision-making processes.

Personality can be classified in multiple ways, but one of the most widely accepted models categorizes personality into five major traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism. This study aims to explore how these five personality traits influence academic performance. Specifically, we will examine the impact of the OCEAN model, introduced by McCrae and Costa (1987), on academic achievement. Therefore, this paper will discuss the definition, significance, and role of the Big Five personality traits in academic success.

According to the OCEAN model, every individual possesses varying degrees of these five core personality traits. Similar to other personality theories, the OCEAN model suggests that personality traits are shaped by both genetic and environmental factors. There are several methods for identifying one's personality type, and in the following sections, we will provide a detailed discussion of the five traits outlined in the OCEAN model.

1. **OPENNESS TO EXPIRENCE**

Openness to experience reflects an individual's willingness to explore new ideas, engage in abstract thinking, and embrace complexity. Those who score high in this trait tend to be perceptive, creative, intellectually curious, and driven to explore new concepts. They enjoy artistic activities, easily connect with new people, and actively seek opportunities to learn and experience new things.

Openness to experience is one of the five major traits in the OCEAN model of personality. It reflects an individual's willingness to explore new ideas, embrace creativity, and seek novel experiences. People high in openness tend to be imaginative, curious, and open-minded, often enjoying intellectual discussions, artistic pursuits, and unconventional thinking. They are more receptive to change and new perspectives, making them adaptable in various academic and professional settings.

On the other hand, individuals with low openness prefer routine, structure, and familiarity. They may be more traditional in their thinking and less inclined to engage in abstract or creative activities. In the context of academic performance, openness has been linked to success in subjects that require critical thinking, problem-solving, and creativity. Students high in openness often excel in fields like literature, philosophy, and the arts, where innovation and abstract reasoning play a crucial role.

Overall, openness to experience influences how individuals approach learning and problem-solving, making it a significant factor in academic and personal growth

1. **CONSCIENTIOUSNESS**

Conscientiousness refers to an individual's tendency to be diligent, disciplined, and goal-oriented. People with high conscientiousness are hardworking, responsible, and careful in their actions, allowing them to achieve long-term goals through self-discipline and perseverance. Key traits associated with conscientiousness include self-control, reliability, trustworthiness, organization, and a strong sense of responsibility. These individuals are highly determined and structured in their approach to tasks, making them effective planners and achievers.

On the other hand, individuals with low conscientiousness often struggle with procrastination, impulsivity, and a lack of organization. They may find it difficult to stay focused on long-term objectives and prefer spontaneous decision-making over structured planning.

Conscientiousness is a crucial trait for academic and professional success, as it influences an individual's ability to manage responsibilities, meet deadlines, and maintain a strong work ethic.

**V. EXTRAVERSION**

Extraversion refers to an individual's tendency to seek social interactions, express enthusiasm, and be energized by engaging with others. People who score high in extraversion are outgoing, talkative, and assertive. They enjoy being around people, actively participate in social activities, and thrive in environments that involve teamwork and collaboration. Key traits associated with extraversion include sociability, confidence, enthusiasm, and assertiveness.

Conversely, individuals with low extraversion, often referred to as introverts, tend to be more reserved, prefer solitude, and may feel drained by excessive social interactions. They are more comfortable in quiet environments and may focus more on deep, meaningful conversations rather than frequent socializing.

In the context of academic performance, extraversion can be beneficial in group projects, leadership roles, and communication-based tasks. However, excessive social engagement may sometimes lead to distractions and reduced focus on individual study efforts.

***Agreeableness***

Agreeableness refers to an individual's tendency to be compassionate, cooperative, and considerate toward others. People who score high in agreeableness are kind, empathetic, and trusting. They value social harmony, are willing to help others, and tend to maintain positive relationships. Key traits associated with agreeableness include kindness, patience, altruism, and a strong sense of empathy.

On the other hand, individuals with low agreeableness may be more competitive, skeptical, or less concerned with others' feelings. They might prioritize personal interests over group harmony and be more direct or critical in their interactions.

In academic and professional settings, agreeableness plays a crucial role in teamwork, conflict resolution, and effective communication. Students high in agreeableness may excel in collaborative projects, while those with lower agreeableness may prefer independent work and critical debates.

1. **LITERATURE REVIEW**

Multiple studies have demonstrated a strong correlation between personality traits and academic achievement. A systematic review by Poropat (2009) provides a reliable representation of this connection, emphasizing the significant role personality plays in students' academic success. Research by Marcela (2015) found that conscientiousness and openness have a positive relationship with academic achievement among university students. These traits contribute to effective learning processes, helping students attain higher levels of academic performance.

O’Connor and Paunonen (2007) conducted a review of empirical research and confirmed that conscientiousness is strongly and consistently associated with academic success. Additionally, openness has been found to positively correlate with scholastic achievement. Literature also suggests that the Big Five personality traits serve as robust predictors of academic performance. A study by Nye et al. (2013) used data from Unified State Examinations and demonstrated that personality can reliably predict educational outcomes. Their findings indicated that introversion (negatively), agreeableness, neuroticism, and openness to experience are statistically significant in relation to academic success.

Personality traits have emerged as key factors in academic performance research. The findings of Nauzeer and Jaunky (2021) further highlight the importance of personality as a variable influencing academic success. Their study suggests that personality traits can positively impact students' academic performance through self-regulation and personal effort. Research has consistently demonstrated the influence of personality traits on academic success. According to Ramalingam (2014), openness to experience and emotional traits such as sociability and well-being are strong predictors of academic self-efficacy among physiotherapy students. However, neuroticism was the only trait found to have a significant impact on GPA.

Similarly, Hayat et al. (2020) examined the predictive role of personality traits on the academic performance of medical students. Their findings indicated that openness, agreeableness, conscientiousness, and self-efficacy positively influenced students’ academic outcomes. As a result, students possessing traits such as conscientiousness, openness, and agreeableness tend to achieve higher academic success. In contrast, students who are highly extroverted and socially skilled often struggle academically, whereas ambitious and organized students tend to excel (Giles & Bailleux, 2001). Furthermore, Chamorro-Premuzic and Furnham (2003) found a significant correlation between personality traits, different learning styles, and academic performance.

A study by Stajkovic et al. (2018) investigated the influence of the Big Five personality traits and self-efficacy on academic performance. Their findings revealed that self-efficacy was positively associated with academic success, with conscientiousness and emotional stability serving as strong predictors of both self-efficacy and academic achievement.

Bhatti et al. (2018) conducted research on personality and academic performance among graduate students, concluding that extraversion and openness significantly contribute to academic success. Students who scored high in openness tended to perform better academically due to their creativity and innovative thinking. On the other hand, extroverted students, while engaged in extracurricular and social activities, were also motivated to study harder, leading to strong academic performance. Their sociability and confidence further enhanced their communication skills, contributing to their overall success. Similarly, Khan et al. (2018) identified openness and conscientiousness as the most common personality traits among students.

Komarraju et al. (2009) found that conscientiousness and openness predicted intrinsic motivation, while conscientiousness and extraversion influenced extrinsic motivation. Additionally, conscientiousness and agreeableness were linked to overall motivation. The study also identified conscientiousness, openness, neuroticism, and agreeableness as predictors of GPA. Furthermore, conscientiousness was found to act as a partial mediator in the relationship between GPA and intrinsic motivation, highlighting its critical role in academic achievement.

1. **CONCLUSION**

This research study aimed to determine whether personality traits influence students' academic performance. A review of existing literature provides valuable insight into the relationship between personality and academic achievement. Numerous studies suggest that personality traits significantly impact students' academic success, with certain traits playing a more crucial role than others.

Based on the findings, conscientiousness emerges as the most important trait for academic achievement. Students who score high in conscientiousness tend to be hardworking, disciplined, and focused, ensuring they complete their work on time with minimal distractions. This highlights the broader significance of personality traits beyond just individual characteristics—they also help predict career choices, work ethic, and overall effectiveness in academic and professional settings.

While some personality traits contribute positively to academic performance, others may present challenges. For instance, students exhibiting neurotic traits often struggle academically due to emotional instability and difficulty managing stress. However, it is important to note that a few studies do not find a significant connection between personality traits and academic performance, though such cases are relatively rare.

In conclusion, most of the reviewed research identifies conscientiousness, agreeableness, and openness as the most influential traits in academic success, while neuroticism does not contribute positively to academic performance. These findings reinforce the importance of personality traits in shaping students' educational outcomes and their overall approach to learning.

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