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## **COLLAGE OF EDUCATION AND BEHAVIORAL STUDIES**

### **DEPARTMENT OF PSYCHOLOGY**

**Research title:-Types and Level of Student`s  
Personality, The case of Wolkite University  
College of social science and humanity students.**

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## **ABSTRACT**

This study is attempt as examine the types and level of student's personality. There has been a great debate among researchers regarding this area of concern. It gave inspiration for the researcher to investigate the types and level of student's personality the case of Wolkite University College of Social Science and humanity Students. The specific objectives of this study to assess the level of student's personality in terms of, Extra-version, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experiences personality types and to assess if there is gender difference in the score of their personality types.

In this study, Descriptive survey research design was employed with the purpose of investigating the types and level of student's personality. The study leads the researcher to use descriptive. The reason why the researcher planned to use this approaches is to gather data in different techniques and analysis by cross checking the findings. Descriptive research is best for concerning with describing, recording, analyzing and interpreting about the population based on a representative sample of participants. Then the population stratified based on gender, department and year level. After the strata made, proportional sampling used to select participants of the study. There are 184 male and 107 female students.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 BACHGROUND OF THE STUDY

Personality traits are a combination of characteristics that are innate to people as individuals as well as characteristics that develop from specific life experiences. The personality traits that make up a person go a long way in determining how successful he is your personality also affects the way you learn. The teaching/learning process creates unique chemistry between instructors and students because different instructors have different teaching styles and different students have different learning styles. In order to understand student motivation and learning style, it is important to understand personality type (Lawrence, 1995).Type makes a natural and predictable difference in learning styles and in student response to teaching methods. An understanding of type can help to explain why some students catch on to a way of teaching and like it, whereas others do not catch on and do not like it (Myers & Myers, 1980). The teaching style of a particular instructor may or may not be compatible with the learning style of a particular student. It would seem logical that if cohesiveness exists between instructor teaching style and student learning style, that students would be more likely to be successfully complete courses in their program of choice.

In terms of study success, several studies have investigated whether personality is related to study success and if so, which specific characteristics are important for better academic performances. It is expected that certain personality traits affect the way students approach their study, and hence influence their study results.

A consistent predictor that is found in the majority of studies is conscientiousness. It was the strongest predictor of the Big Five: Higher scores on conscientiousness relate to study success in terms of tertiary GPA (Conard, 2006; Proporat, 2009; Richardson, Abraham, & Bond, 2012), and final grades and exam scores (Chamorro-Premuzic & Furnham, 2003; O'Connor & Paunonen, 2007). Some of these studies controlled for intelligence and found that even then, conscientiousness is still a predictor. There is still much discussion ongoing about whether or not the other traits are related to

academic performance at all. Some studies found a positive relation between openness and study success (Farsides&Woodfield, 2003; O'Connor &Paunonen, 2007; Poropat, 2009) or agreeableness and study success (Farsides&Woodfield, 2003; Poropat, 2009), but these findings are inconclusive.

Besides the Big Five characteristics, narrow personality traits of these characteristics are also important for predicting study success. O'Connor and Paunonen (2007) found that especially self-discipline, achievement-striving behavior (i.e., ambition), and curiosity are positively related to academic achievements. Additionally, impulsivity and anxiety are negatively related to academic achievements (O'Connor &Paunonen, 2007). The meta-analysis of Richardson et al. (2012) further showed a positive relation between need for cognition (i.e., wanting to engage in effortful cognitive processing) and study success and emotional intelligence (i.e., understanding and using emotions during thinking processes) and study success. However, these traits are likely so difficult to identify due to their abstract nature, the challenge for researchers is to adequately quantify and measure them.

## **1.2 STATEMENT OF THE PROBLEM**

Personality and learning styles are both likely to play significant roles in influencing academic achievement. College students (308 undergraduates) completed the Five Factor Inventory and the Inventory of Learning Processes and reported their grade point average. Two of the Big Five traits, conscientiousness and agreeableness, were positively related with all four learning styles (synthesis analysis, methodical study, fact retention, and elaboration processing), whereas extroversion was negatively related with all four learning styles. In addition, extra-version and openness were positively related with collaborative processing. The Big Five together explained 14% of the variance in grade point average (GPA), and learning styles explained an additional 3%, suggesting that both personality traits and learning styles contribute to academic performance. Further, the relationship between openness and GPA was mediated by reflective learning styles (synthesis-analysis and elaboration processing). These latter results suggest that being intellectually curious fully enhances academic performance when students combine this scholarly interest with thoughtful information processing. Implications of these results are discussed in the context of teaching techniques and curriculum design.

The authors bring together two research streams in the literatures that examine separately the effectiveness of using experiments in the principles classroom and the relationship between different personality types and student achievement. Using a sample of 255 principles of microeconomics students, 48 of whom were enrolled in sections that relied heavily on classroom experiments, they estimate the effectiveness of experimental teaching across personality types defined by the Myers-Briggs Type Indicator. Although students enrolled in the experimental sections generally outperformed students in lecture-oriented classes, the authors ask whether students with certain personality types (and corresponding learning styles) was performed better under traditional pedagogy. The experimental approach appears to benefit, or be neutral with respect to, most personality types and learning styles. Some evidence indicates that students in the experimental classroom whose thinking tends to be more concrete and factual may not perform as well as more abstract thinkers. Understanding the above and other researches the researcher was wants to conduct research on Types and Level of Student`s Personality in Wolkite University.

The study was conduct Types and Level of Student`s Personality and there are previous researchers who was mentioned the issue but still there is a gaps because the previous information is inadequate to reflex the problem and this research was studied in this area or Wolkite university students, and the limitation of this study was some of the problem are previously identified but some still occur through day to day activity. So clearly identifying to describe how we assess the level of student`s personality in terms of, Extra-version, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experiences personality types.

### **1.3. RESEARCH QUESTIONS**

1. What types and level of student`s personality on academic achievement in case of Wolkite University?
2. What is the level of student`s personality in terms of, Extra-version, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experiences personality types of Wolkite university students?
3. What if there is gender difference in the score of their personality types of Wolkite university students?

## **1.4. OBJECTIVE OF THE STUDY**

### **1.4.1. GENERAL OBJECTIVE**

- To assess the types and level of student's personality

### **1.4.2. SPECIFIC OBJECTIVES**

- To assess the level of student's personality in terms of, Extra-version, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experiences personality types
- To assess if there is gender difference in the score of their personality types.

## **1.5. SIGNIFICANCE OF THE STUDY**

This study was as a source of information for parents, teachers & counselors and gives insight about the types and level of student's personality in case of Wolkite University.

The research was contribute a lot in settling the debate a round student personality types by gathering empirical evidence on points in question. The findings may also have an effect on the family setting; result will help parents understand their child's behavior, it could also help to broaden their understanding whether personality types make a difference on their children's academic achievement motivation and personality. This could also be a benefit for student as well as instructors enhancing their knowledge about personality types. The research would add knowledge to the area of the study. As very little has been known so far about the effects of personality types in the Ethiopian context, this research would help counselors to use it during assessment of their client.

## **1.6. DELIMITATION OF THE STUDY**

The scope of this study was demarcated to participant students from Wolkite University College of Social Science and Humanity. In terms of its spatial scope, only Wolkite University was taken. The participants are from the College of Social Science and Humanity. They are found in their youth stage. It was also looked in to only big five personalities.

## **1.7. LIMITATIONS OF THE STUDY**

It is clear that there would be different constraints or difficulties that hinder activities, similarly, different problems were faced by the researcher throughout this constructive research activities including financial problems, lack of information availability from some departments, unwillingness of respondents to give related information about the topic, shortage of time to run the study, and other problems faced by the researcher.

## **1.8 OPERATIONAL DEFINITION OF IMPORTANT TERMS**

**Academic achievement motivation:** It refers to the individual's desire to excel in academic pursuits which is measured by score on the academic achievement test.

**Personality:** is the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intra-psychic, physical, and social environments.

# CHAPTER TWO

## 2. REVIEW OF RELATED LITERATURE

This chapter exhibits reviews of current related literature and related studies obtained from books, journals, working papers and internet resources relevant to personality and academic achievement presented in thematic arrangement

### 2.1 PERSONALITY

Personality is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life. While most agree that people can be described based upon their personality traits, theorists continue to debate the number of basic traits that make up human personality (Poropat, 2009).

#### 2.1.1. HOME ENVIRONMENT

The environment of the home in which a child is reared can advance or hinder whole some personality adjustment. Among the various social groups, the home occupies the first and the most significant place for the development of the individual

Education is a unique investment and academic achievement is a vital aspect of it. In this world of industrialization and globalization the educational status of an individual is highly portrayed through the academic achievement. Adolescent achievement is the result of a long history of cumulative effects. Early on, positive educational environments, both family and school, lead to personal traits that support achievement intelligence, confidence in one's own abilities, the desire to succeed and high educational aspirations. A person's education is closely linked to their life chances, income, and well-being (Farooq et al., 2011).

Therefore, it is important to have clear understanding of what benefits or hinders one educational attainment. There are many factors that affect and contribute to academic achievement of students Campbell and Verna (2007) concluded, "A positive climate generates curiosity and encourages the child to pursue their academic interests. It also generates positive behaviors, attitudes, beliefs, and values that lead to children having higher levels of achievement." These parents are concerned not only about their child's academic performance but social demeanor as well. Students who have a lack

of family involvement tend to not have someone curious about their academic achievements.

Moreover, according to the pioneer theory of Alfred Adler, cited by Ha et al (2011), each birth order has a set of personality traits. Eldest are always seen as leaders, high-achievers, ambitious, and conforming. They attempt to please their parents via traditional ways, which are through academic performance and responsible behaviors. Middle children, on the other hand, may experience difficulty finding a position of privilege and significance in the family because they never have the opportunity to monopolize parents' attention.

Thus, they constantly fight to stay ahead of their younger siblings. In contrast, youngest and only children are frequently viewed as the spoiled kid of the family. It is because both of these birth positions are the only focus of the family. However, unlike the only children, the later-born children, including the middle children and last-born children, are aware of the higher status of the firstborn, so they will seek alternative strategies to stand out from their siblings.

Further, Frank Sulloway's theory is about differences within families: Siblings in different birth-order positions generally differ in size, strength, and status within the family, and these disparities lead siblings to adopt different strategies for maximizing their parents' investment in their welfare (Walcutt.2009).

Sulloway posits that competition between siblings promotes mutual differentiation as a way of avoiding direct conflicts and that siblings who are farther apart in age and ordinal position in the family have less need to compete( Healey et al , 2007).

People are intrigued by the fact that children of a family behave differently although they were raised in the same environment, such as neighborhood, and share the same genetic pools from both of their parents. On top of behaviors, siblings do differ in terms of personality characteristics, intelligence, familial sentiment and others (Paulhus, et al, 2006).

Finally, structural elements such as, low family income, and family size are risk factors for personality development and school failure (James, 2004; Marks, 2006).

### **2.1.1.1. Relationships of individual Five Factor Model (FFM) of Personality dimensions with academic achievement.**

Multiple studies have shown that academic achievement is strongly correlated with various measures of individual personality traits. Since Costa and McCrae first proposed the Five Factor Model (FFM), it has appeared prominently in many studies on educational performance (Nye et al., 2013).

Poropat (2009) stated that it is important to consider why personality should be expected to be correlated with academic performance when most measures of personality, including the FFM, were not designed to predict academic performance. He added that this contrasts with intelligence, the early empirical refinement of which was based partly on analyses of academic performance, while many intelligence tests were specifically constructed to predict academic success or failure. There are, nonetheless, good reasons to expect that the FFM dimensions should predict academic performance, based on the theoretical position that guided its initial development (Poropat, 2009).

Based on an analysis of close to two million graduating students, Woodfield and Earl-Novell (2006) found that female students outperformed male students and attributed this partly to female students being more conscientious and thus less likely to miss lectures. Personality researchers have also found the personality traits like conscientiousness play an important role in school and beyond, probably because highly conscientious individuals study hard, get their work done on time, and are less distracted by nonessential activities that take time away from school work (Diener & Lucas, 2016).

Also, Schniederjan et al cited in the study of Chowdhury(2006) found extraversion to Predict academic success since extraverts are usually sociable, talkative, communicative, and friendly. They are described as active, bold, assertive, exciting, and stimulating. Introverts on the other hand tend to be reserved, even-paced and independent.

Agreeableness or likeability refers to such traits as selflessness, good-natured, gentle, co-operative, flexible, tolerance, generous, sympathetic, courteous, striving for

common understanding, and maintaining social affiliations. Students low in agreeableness tends to be more aggressive and less cooperative (Kumari, 2014).

The individuals who score high on neuroticism tend to experience effects such as fear, sadness, embarrassment, disgust and anger. Those who score low in this area are usually calm, even-tempered and relaxed at work and in their personal lives. An emotionally intelligent person recognizes and understands the potential consequences of their different emotional states and is able to regulate and control them (Soto et al, 2009).

The individuals scoring high in openness to experience demonstrate imagination, innovativeness, rule breaking and those who score low tend to act more conventionally and have a conservative outlook (Steel, 2007).

The work of De Raad and Schouwenburg cited in the study of Kumari (2014) argued that agreeableness may have some positive impact on academic performance by facilitating cooperation with learning process. This is consistent with later research that found agreeableness was linked to compliance with teacher instructions, effort and staying focused on learning tasks (Wagerman & Funder, 2007).

Conscientiousness as the FFM dimension most closely linked to will to achieve- the w factor described by Edward Webb has often been linked to academic performance (Poropat, 2009). This factor is associated with sustained effort and goal-setting, both of which contribute to academic success (Steel, 2007).

People who are low on emotional stability are more anxious and tend to focus on their emotional state and self-talk, thus interfering with attention to academic tasks, thereby reducing performance (Mitrofan and Ion, 2013). More positively, emotional stability is associated with self-efficacy, which is positively correlated with academic performance (DeYoung, 2010), indicating that emotional stability should similarly be correlated. Poropat (2009) cited that students who are high on extraversion will perform better academically because of higher energy levels, along with a positive attitude leading to a desire to learn and understand. On the other hand, Trautwein et al (2006) who suggested that these same students would be more likely to socialize and pursue other activities rather than studying, leading to lower levels of performance. Unfortunately, it is not clear from De Raad and Schouwenburg which of these effects

is more likely to affect academic performance. Finally, they stated that openness appears to reflect “ideal student” (p.327), because of its association with being foresighted, intelligent and resourceful.

In the study of Richion the relationship of personality characteristics in academic performance of students in the community as cited in Barakat (2015), he found out the absence of high correlation between personality factors and academic performance and that personality factors cannot be relied on to predict the academic performance of the students.

Kumari (2014) emphasized that the idea that intelligence, socioeconomic status and personality each affect socially-valued behaviors is consistent with the proposal that performance in both work and academic settings is determined by factors relating to capacity to perform, opportunity to perform and willingness to perform. Capacity incorporates knowledge, skills and intelligence; opportunity to perform is affected by environmental constraints and resources, including socioeconomic resources; while willingness to perform reflects motivation, cultural norms and personality (Furnham et al., 2009).

In summary, a range of arguments supports associations between academic performance and each of the FFM dimensions. Most of these arguments depend on correlations between FFM measures and other constructs that have been associated with academic performance. Although suggestive, such arguments are inconclusive because the correlations cited in various studies are not strong enough to definitively establish the corresponding FFM- academic achievement relationship. This emphasizes the importance of directly testing the relationships between the FFM dimensions and academic performance.

On the other hand, home environment has been considered a significant factor and plays an important role in children's development and academic achievement (Behera and Makunja, 2013).

Family environment also protects a child from depression and other psychiatric problems. Their responses are positive and behavior is normal and cooperative (Kaushik, 2010).

The environment and the personal characteristics of learners play an important role in their academic success. The members of the families and communities provide help and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school (Farooq et al., 2011).

Home environment plays an important role in learning. At home, parents can affect children's academic achievement by providing educational opportunities and monitoring and /or organizing daily activities. Many studies indicate that it is critical to a child's achievement that parents have a variety of learning resources and opportunities available at home, and that children with better school performance live in homes in which parents have provided a variety of educational objects, such as books, newspapers, a computer, magazines, and a place to study (Blevins, 2009).

Children from favorable environment homes are found to be warm-hearted, outgoing and socially more intelligent than children from unfavorable homes (Garzon, 2006).

Some factors can be parental, societal and economical. A child's behavior and personality is dependent upon the world around him. The interaction between heredity and the environment can also play an important role in the growth and development of a child (Farooq et al., 2011).

### **2.1.2. OCCUPATION**

Parents' occupation as one component of socio-economic status encompasses both family income and educational level. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job.

Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes (Ogunshola, 2012).

### **2.1.3. FAMILY SIZE**

Available evidence indicates that children from small families (1-3 siblings) tend to accrue advantages in many developmental areas, while children from larger families (7 and more) are, as a group, relatively disadvantaged. Children from smaller families fare better on many measures of development than those from large families (Mountney et al, 2012).

### **2.1.4. BIRTH ORDER**

Birth order is often believed to have a profound and lasting effect on psychological development. It is sometimes referred to as ordinal position, shows that first born children are more likely to go to college than children in any other position in the family. Since sibling relationships and birth order variables are likely to influence the child's socialization, it is helpful to be sensitive to the impact of birth order and sibling relationships on personality and academic achievement of students.

Being the oldest child in the family has its perks: later bedtimes, no hand-me-downs, and, according to a new study, a higher IQ (Thompson, 2007).

### **2.1.5. FAMILY TYPE**

Most of the time when a person thinks of the definition of a family, the image of a mother, father and children is what comes into the mind. Extended family is when a nuclear family or single-parent family lives with any extended family members. The type of family in which children are raised will determine, to a large extent, the number and types of social relationships that they will experience and which affect both personality development and social behavior of the child. There are significant differences within and across family types, and simple comparisons between different family types can mask much of the variation that exists. Step families, for example, vary enormously and living in a more complex stepfamily, where both parent and step parent have brought children into the 'new' family has been associated with more adjustment problems than in a stepfamily where all the children are related to the mother. In terms of outcomes, the differences between children within family types can be greater than across family types. This suggests that family functioning, and not family type, is of greater significance. (Mooney, 2009).

### **2.1.6. INCOME**

Living on a low income can bring multiple stresses such as food and fuel poverty, debt, dispossession and restricted social opportunities which can affect family relationships, be detrimental to parents' physical and mental health, lead to worries about future well-being, and contribute to feelings of stigma, isolation and exclusion for the whole family.(Mountney et al ,2012).

Another study that has been reviewed is by Davis, Gordon, and Burns, (2011). In this study the authors showed another example of the low-income families and their children were suffering from asthma. These kinds of children are having problem with education since their preschool. The author presented that students absences affected their education and how their family are having problem with their medical cares. The author did not show methods or results but it showed facts about children from early childhood. These students are behind others from different family background that is suffering from asthma too. The family income can affect their children's education in their early years (Davis, Gordon, & Burns, 2011).

### **2.2. HOME ENVIRONMENT AND PERSONALITY**

The environment of the home has a wide influence on the development of personality. This influence, as a general rule, is according to the patterns found in a particular culture. In such circumstances much repression is observed in child's behavior. He becomes an introvert and often enjoys in his dreams, daydreams and imaginations things which are denied to him by his parents. The influence of the presence of the parental love is again not the same in the face of all children (Singh, 2014).

A child may become aggressive while another may become submissive in the same circumstances. On the other hand, if the parents show excessive suffocation towards her child, the child may became an extremist and excessively dependent upon the parents. A child excessively ignored shows different types of conflicts in his personality (Singh, 2014).

If the child is allowed freedom in the matters concerning his belongings, food, clothes, books, etc., he will develop a habit of free will, if all these are decided by his parents he will not get any opportunity to utilize his judgment and so become over dependent or submissive.

Perveen (2007) concluded that warm supportive parenting prepares adolescents for intimate peer relationships. Adolescents having warm relationships with their mothers and fathers select peers who reinforce rather than contradict parental values.

### **2.3. GENDER DIFFERENCE IN THE SCORE OF THEIR PERSONALITY TYPES.**

It's been said that men and women are so unlike each other, it's as if they're from different planets – a claim that continues to amuse and irritate. John Gray's original mega-selling book *Men are from Mars, Women are from Venus*, first published in the early 1990s, has sold millions, spawning numerous parodies (such as Katherine Black and Finn Contini's *Women May Be from Venus, But Men are Really from Uranus*) and even comedy stage shows, such as *Men are from Mars, Women are from Venus, Live!* currently playing off Broadway.)

While our physical differences in size and anatomy are obvious, the question of psychological differences between the genders is a lot more complicated and controversial. There are issues around how to reliably measure the differences. And when psychologists find them, there are usually arguments over whether the causes are innate and biological, or social and cultural. Are men and women born different or does society shape them that way?

These questions are particularly thorny when you consider our differences in personality. Most research suggests that men and women really do differ on some important traits. But are these differences the result of biology or cultural pressures? And just how meaningful are they in the real world? One possibility is that most differences are tiny in size but that combined they can have important consequences.

One of the most influential studies in the field, published in 2001 by pioneering personality researchers Paul Costa, Robert McCrae and Antonio Terracciano, involved over 23,000 men and women from 26 cultures filling out personality questionnaires. Across these diverse cultures, including Hong Kong, USA, India and Russia, women consistently rated themselves as being warmer, friendlier and more anxious and sensitive to their feelings than did the men. The men, meanwhile, consistently rated themselves as being more assertive and open to new ideas. In the

jargon of personality psychology, the women had scored higher on average on Agreeableness and Neuroticism and on one facet of Openness to Experience, while the men scored higher on one facet of Extraversion and a different facet of Openness to Experience.

Similar results came in 2008 when a separate research team asked more than 17,000 people from 55 cultures, to fill out personality questionnaires. Again, women scored themselves higher on Agreeableness and Neuroticism and this time also on Conscientiousness and the warmth and gregariousness facets of Extraversion.

One obvious criticism was that the participants were rating their own personalities. Perhaps the women and men differed simply because they were describing themselves in the way their societies expected them to be. But this seems unlikely because another study, led by McCrae and his collaborators, found broadly similar results from 12,000 people from 55 diverse cultures even though they were asked to rate the personality of a man or woman they knew well, rather than their own personality.

Adding to the picture, other research has shown that the genders begin to differ in personality very early in life. For example, one study published in 2013 looked at ratings of the temperament of 357 pairs of twins made when they were three-years-old. The boys were rated as more active, on average, than the girls, while the girls were rated as more shy and as having more control over their attention and behavior. And gender differences in personality seem to persist into the twilight years. Another study looked at average differences in personality between women and men aged 65 to 98, and just as with research on younger adults, the elderly women tended to score higher on Neuroticism and Agreeableness than the elderly men.

These findings make sense to evolutionary psychologists who say that our psychological traits today reflect the effect of survival demands experienced by our distant ancestors, and further, that these demands were different for men and women. For example, women with more nurturing personalities would have been more likely to succeed in raising vulnerable offspring, while men with bolder personalities would have been more successful in competing for mates. In turn, these traits would have been passed down to successive generations.

Some scholars and commentators are uncomfortable with such a biological account of human behavior, however, which they feel underestimates the influence of the social and cultural forces that shape who we are and how we behave.

It's almost certainly true that these social forces play a part. But all three large, cross-cultural studies by Costa, McCrae and others actually found men and women differed in average personality more in more developed and gender-egalitarian cultures, such as in Europe and America than in cultures in Asia and Africa where there is less gender equality (as measured by such things as women's literacy and life expectancy).

This seems to run against the idea that our personalities develop from cultural expectations around traditional gender roles. One explanation for this surprise finding is that the innate, biological factors that cause personality differences between men and women are more dominant in cultures where the genders are more equal. Such a scenario would certainly fit with what we know about the relative influence of genes and the environment on other psychological traits – for example, the more that schooling is made equal for everyone, the bigger the influence of inherited intelligence on academic outcomes.

Another way to look at this issue is to use an implicit measure of personality. This involves using speed of keyboard responses (pressing different keyboard keys as fast as possible in response to different words) to test how readily people associate words pertaining to themselves with those describing different personality traits. The idea is that participants don't realize they are revealing what they think about their personality and so their scores can't be affected by attempts to conform to cultural expectations around gender.

A research team led by Michelangelo Vianello at the University of Padua in Italy [used this approach in 2013 with a study involving over 14,000 people surveyed via the Project Implicit website](#). Gender differences in personality were three times smaller using the implicit measure as compared with a standard personality questionnaire, suggesting the differences uncovered by standard questionnaires are influenced by conscious biases.

And yet, while diminished, the implicit measure still revealed statistically significant differences in average personality between men and women, especially in relation to

women scoring higher on Neuroticism and Agreeableness. In short, this result suggests that gender differences in personality are there at a subconscious level, but studies which relied on self-reporting may have overstated differences in gender, perhaps in part because people wanted to fit in with cultural expectations.

The debate about the size of gender differences in personality doesn't end there. While most large studies have tended to find the most consistent gender differences in the main traits of Neuroticism and Agreeableness, other scholars have pointed out there could be more extensive differences if only one were to look in more detail.

Yanna Weisberg at Linfield College and her colleagues tested this possibility in 2011 by measuring what they called the two personality “aspects” for each of the Big Five traits (Extraversion, Neuroticism etc) in over 2,500 people. Extraversion, for example, comprises two aspects: enthusiasm and assertiveness, while Neuroticisms comprises volatility and withdrawal.

Taking this approach, the researchers actually found gender differences for every one of the 10 aspects of personality that they looked at – women scored higher, on average, on enthusiasm, compassion, politeness, orderliness, volatility, withdrawal, and openness, while men scored higher on assertiveness, industriousness and intellect. The researchers said that these would not have shown up in studies at the level of the Big Five traits, as used in earlier research.

But Weisberg and her colleagues also cautioned that, while wide-ranging in terms of the number of characteristics, the gender differences they found were only “small to moderate”. This is consistent with the size of the gender differences uncovered by McCrae and others in their large cross-cultural studies, which also tended to be quite subtle. We hear a lot from pop psychologists and cultural commentators about men and women being like different species. In contrast, Weisberg and her team concluded that while gender differences in personality “might be important in shaping human experience and human culture, they are probably not so large as to preclude effective communication between men and women”.

Marco Del Giudice's research teams from the University of Turin disagree. In 2012 they published a paper in which they claimed previous research had underestimated

gender differences in personality by taking the average of all trait differences rather than viewing them cumulatively. In an email, Del Giudice explained his approach to me with an analogy. “Gender differences in personality are very much like gender differences in facial appearance,” he said. “Each individual trait (nose length, eye size, etc) shows small differences between men and women, but once you put them all together... differences become clear and you can distinguish between male and female faces with more than 95% accuracy.”

By using this approach to study samples of over 10,000 men and women, Del Giudice and his colleagues documented gender-based differences in personality which they said were “extremely large by psychological standards”. They added that they believed their approach “made it clear that the true extent of sex differences in personality has been consistently underestimated”.

## **2.4. CONCEPTUAL FRAMEWORK OF THE STUDY**

The variables of the study include the primary independent variable which is the students’ personality, the secondary independent variable which is the home environment and the dependent variable which is academic achievement.

The arrows illustrate that there might be a relationship between the variables.  
Primary Independent Variable

STUDENTS'  
PERSONALITY  
TYPES  
(Based on the five  
factor Personality  
Model)  
Openness  
Conscientiousness  
Extroversion  
Agreeableness

STUDENTS' ACADEMIC  
ACHIEVEMENT

HOME  
ENVIRONMENT  
Parents' Occupation  
Family Size  
Birth Order  
Family Type

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1. DESIGN OF THE STUDY**

In this study, Descriptive survey research design was employed with the purpose of investigating the types and level of student's personality. The study leads the researcher to use descriptive. The reason why the researcher planned to use this approaches is to gather data in different techniques and analysis by cross checking the findings. Descriptive research is best for concerning with describing, recording, analyzing and interpreting about the population based on a representative sample of participants.

#### **3.2. STUDY AREA**

The site were located in Guraghe Zone SNNPE regional state, Wolkite University is one of the Ethiopian public university established in 2004, with the action of producing highly qualified graduates who was able to serve with highest possible dedication for the success of the country is growth and transformation plan, its located approximately 165 far from Addis Ababa reported from SNNPE.

#### **3.3. POPULATION**

Participants of the study were students from Wolkite University College of Social Science and Humanity (CSSH). Developmentally the participants are found in their youth stage.

#### **3.4. SAMPLE AND SAMPLING PROCEDURE**

The research was randomly selected 3 Departments from five departments in College of Social Science and Humanity Wolkite University. Governance, Civics and sociology departments are select accordingly. The sampling frame consists of all students from the selected department. The total number of student in the identified departments is 291. Then the population stratified based on gender, department and year level. After the strata made, proportional sampling used to select participants of the study. There are 184 male and 107 female students. There are 78 students in civics department, 91 students in sociology department and 122 students in governance

department.130 students in second year and 161 students in third. So that the researcher was used for sample size take 20% from the total population by using percentage formula that is total population is "N" with proportion "n" sample size (Daniel, W .1995)

$$n=p(N)/100\%$$

$$n=20\%(291)/100\%$$

$$n=2(291)/10$$

$$n=\underline{38}$$

### **3.5. INSTRUMENTS OF DATA COLLECTION**

In this study the tools was gather and collected data directly from the participant by using questionnaires which give their idea freely and without any influence. The questionnaire prepared by standard instrument. Type's and level of student's personality from selected sampling subjects by using questionnaire.

### **3.6 PROCEDURE OF DATA COLLECTION**

The research with the support of the representatives of the student from each selected Department set the time and place convenient to the participants to collect the data. Then, the researcher gave orientation for research participants about the purpose of the study and how to fill the questionnaire. The research distributed the questionnaire to the participant accordingly.

### **3.7 METHOD OF DATA ANALYSIS**

Different statistical methods are utilized (ranging from simple descriptive statistics). The type statistical tests is select on the basis of the nature of data available and the type of research questions are set in order to be answer at the end of the study. The initial parts of the analysis provide general description and explanation about major background data using frequency distribution, and percentage about the study population.

### **3.8 ETHICAL CONSIDERATION**

Before commencing data collection, a letter written by dean of psychology department to submits the college of social science dean to proceed with the study. After explaining the objectives of the study in detail, informed verbal consent was seek from all study participants, Date and time of the data collection decided as per the convenience of the study participants, Participants assure about the confidentiality of the communicated information and Participants informed of their choice to withdraw at any point during the study period, if they wish so.

## CHAPTER FOUR

### 4. PRESENTATION AND DISCUSSION OF THE RESULT

This chapter is concerned with the presentation of analyzed questionnaire discussion and interpretation of results. The information was collected from 38 students from Collage of Social Science and Humanity by a simple random sampling method. In order to carry out this appropriately questionnaires were prepared and distributed to Collage of Social Science and Humanity student and observation were made to obtain adequate information about the assess the types and level of student's personality in Wolkite University. Depending on the information collected through questionnaires and interview that took place the analysis was made.

#### 4.1 BACK GROUND INFORMATION ABOUT THE STUDENTS

**Table 4.1. Sex distribution of students**

Gender	2 <sup>nd</sup> and 3 <sup>rd</sup> Year student	
	Frequency	Percent
Male	24	63.16
female	16	36.84
total	38	100

Most of the respondents were boys. Since the researcher considered percentage and means in the analysis of the collected data, assess the types and level of student's personality

**Table 4.2. Ten-Item Personality Inventory-(TIPI)**

No	I see myself as:	gender	Frequency														total
			1		2		3		4		5		6		7		
			F	P	F	P	f	p	f	p	f	p	f	P	f	P	
1	Extraverted, enthusiastic	Male	2	5.3%	6	15.8%	2	5.3%			3	7.9%	3	7.9%	6	15.8%	38
		Female	1	2.6%	4	10.5%	1	2.6%	1	2.6%			5	13.2%	4	10.5%	
2	Critical, quarrelsome	Male	10	26.3%	4	10.5%	3	7.9%	3	7.9%	3	7.9%	2	5.3%	1	2.6%	38
		Female	3	7.9%	2	5.3%	5	13.2%			1	2.6%	1	2.6%			
3	Dependable, self-disciplined	Male	2	5.3%	2	5.3%	8	21%			2	5.3%	2	5.3%			38
		Female	4	10.5%	6	15.8%	4	10.5%	1	2.6%	4	10.5%			3	7.9%	
4	Open to new experiences, complex	Male			1	2.6%	7	18.4%	1	2.3%	1	2.3%	2	5.3%	10	26.3%	38
		Female			2	5.3%	4	10.5%	1	2.3%	1	2.3%	2	5.3%	6	15.8%	
5	Reserved, quiet	Male	2	5.3%	1		2	5.3%	1	2.3%	4	10.5%	4	10.5%	3	7.9%	38
		Female	4	10.5%	4	10.5%	2	5.3%			6	15.8%	5	13.2%			
6	Sympathetic, warm	Male	2	5.3%	2	5.3%	1	2.3%			5	13.2%	1	2.3%	7	18.4%	38
		Female	2	5.3%	3	7.9%	2	5.3%			3	7.9%	3	7.9%	5	13.2%	
7	Anxious, easily upset	Male	2	5.3%	4	10.5%	1	2.3%			3	7.9%	8	21%	4	10.5%	38
		Female	1	5.3%	5	13.2%	3	7.9%			2	5.3%	3	7.3%	2	5.3%	
8	Disorganized	Male	3	7.3%	4	10.5%	5	13.2%	1	2.3%	3	7.9%	7	18.4%	1	2.3%	38

	zed, careless	Fem ale	2	5.2%	4	10.5%	3	7.9%	2	5.3%	2	5.3%	1	2.3%	1	2.3%	
9	Calm, emotionall y stable	Male	2	5.2%	4	10.5%	3	7.9%	2	5.3%	6	15.8 %	7	18.4%	1	2.3%	38
		Fem ale	1	2.3%	3	7.9%	2	5.3%	1	2.3%	1	2.3%	3	7.9%	2	5.3%	
10	Conventio nal, uncreative	Male	6	15.8%	1	2.3%	5	13.2 %	4	10.5 %	3	7.9%	2	5.2%	4	10.5%	38
		Fem ale	2	5.3%	4	10.5%	1	2.3%	2	5.2%	1	2.3%	2	5.2%	1	2.3%	

1 Strongly disagree 2 Moderately disagree

3 little disagree 4 Neither agree nor disagree

5 Agree a little 6 Agree moderately

7 Agree strongly

Table 4 illustrates the total number of students in accordance with the total number of each category of response ticked. To the items which indicate , assess the types and level of student's personality, the researcher awarded a score of 1 Strongly disagree

2 Moderately disagree 3 little disagree 4 Neither agree nor disagree 5 Agree a little 6 Agree moderately 7 Agree strongly. The

**Q1** Responses of the student on Extraverted, enthusiastic personality types are the response of the students for the question that asks, 2 (5.3%) male and 1 (2.6%) female of students are responded 1, 6 (15.8%) of male and 4 (10.5%) of females are responded 2, 2 (5.3%) of male and 1 (2.6%) of female are responded 3 and only 1 (2.3%) female is responded 4, 3 (7.9%) of male are responded number 5, 3 (7.9%) of male and 5 (13.2%) of female are responded 6 and 6 (15.8%) of male and 4 (10.5%) of students are responded 7.

**Q2** Responses of the student on Critical, quarrelsome personality types are the responded are, 10 (26.3%) male and 3 (7.9%) female of students are responded 1, 4 (10.5%) of male and 2 (5.3%) of females are responded 2, 3 (7.9%) of male and 5 (13.2%) of female are responded 3 and only 3 (7.9%) of male are responded 4, 3 (7.9%) of male and 1 (2.6%) of females are responded number 5, 2 (5.3%) of male

and 1 (2.6%) of female are responded 6 and only 1 (2.6%) of male are students are responded 7.

**Q3** Responses of the student on Dependable, self-disciplined personality types are the responded are, 2 (5.3%) male and 4 (10.5%) female of students are responded 1, 2 (5.3%) of male and 6 (15.8%) of females are responded 2, 8 (21%) of male and (10.5%) of female are responded 3 and only 1 (2.6%) of female are responded 4, 2 (5.3%) of male and 4 (10.5%) of females are responded number 5, only 2 (5.3%) of male are responded 6 and only 3 (7.9%) of female are responded 7.

**Q4** Responses of the student on Open to new experiences, complex personality types are the responded are, no one of students are responded 1, 1 (2.6%) of male and 2 (5.3%) of females are responded 2, 7 (18.4%) of male and 4 (10.5%) of female are responded 3 and 1 (2.3%) of male and 1 (2.3%) of female are responded 4, 2 (5.3%) of male and 2 (5.3%) of females are responded number 5, 2 (5.3%) of male and (5.3%) of female are responded 6 and only 10 (26.3%) of male and 6 (15.8%) are students are responded 7.

**Q5** Responses of the student on Reserved, quiet personality types are the responded are, 2 (5.3%) male and 4 (10.5%) female of students are responded 1, 1 (2.3%) of male and 4 (10.5%) of females are responded 2, 2 (5.3%) of male and 2 (5.3%) of female are responded 3 and only 1 (2.6%) of male are responded 4, 4 (10.5%) of male and 6 (15.8%) of females are responded number 5, 4 (10.5%) of male and 5 (13.2%) of female are responded 6 and only 3 (7.9%) of male are responded 7.

**Q6** Responses of the student on Sympathetic, warm personality types are the responded are, 2 (5.3%) of male and 2 (5.3%) of female are responded 1, 2 (5.3%) of male and 3 (7.9%) of females are responded 2, 1 (2.3%) of male and 2 (5.3%) of female are responded 3 and no one of the students are responded for number 4, 5 (13.2%) of male and 3 (7.9%) of females are responded number 5, 1 (2.3%) of male and 3 (7.9%) of female are responded 6 and 7 (18.4%) of male and 5 (13.2%) are students are responded 7.

**Q7** Responses of the student on Anxious, easily upset personality types are the responded are, 2 (5.3%) of male and 1 (2.3%) of female are responded 1, 4 (10.5%) of male and 5 (13.2%) of females are responded 2, 1 (2.3%) of male and 3 (7.9%) of female are responded 3 and no one of the students are responded for number 4, 3 (7.9%) of male and 2 (5.3%) of females are responded number 5, 8 (21%) of male and

3 (7.9%) of female are responded 6 and 4 (10.5%) of male and 2 (5.3%) are students are responded 7.

**Q8** Responses of the student on Disorganized, careless personality types are the responded are, 3 (7.9%) male and (5.2%) female of students are responded 1, 4 (10.5%) of male and 4 (10.5%) of females are responded 2, 5 (13.2%) of male and 3 (7.9%) of female are responded 3 and 1 (2.6%) of male and 2 (5.3%) of female are responded 4, 3 (7.9%) of male and 2 (5.3%) of females are responded number 5, 7 (18.4%) of male and 1 (2.3%) of female are responded 6 and 1 (2.3%) of male and 1 (2.3%) of female are responded 7.

**Q9** Responses of the student on Calm, emotionally stable personality types are the responded are, 2 (5.2%) male and 1 (2.3%) female of students are responded 1, 4 (10.5%) of male and 3 (7.9%) of females are responded 2, 3 (7.9%) of male and 2 (5.3%) of female are responded 3 and 2 (5.3%) of male and 1 (2.3%) of female are responded 4, 6 (15.8%) of male and 1 (2.3%) of females are responded number 5, 7 (18.4%) of male and 3 (7.9%) of female are responded 6 and 1 (2.3%) of male and 2 (5.3%) of female are responded 7.

**Q10** Responses of the student on Conventional, uncreative personality types are the responded are, 6 (15.8%) male and 2(5.3%) female of students are responded 1, 1 (2.3%) of male and 4 (10.5%) of females are responded 2, 5 (13.2%) of male and 1 (2.3%) of female are responded 3 and 4 (10.5%) of male and 2(5.3%) of female are responded 4, 3 (7.3%) of male and 1 (2.3%) of females are responded number 5, 2 (5.2%) of male and 2 (5.2%) of female are responded 6 and 4 (10.5%) of male and 1 (2.3%) of female are responded 7.

From all of the Responses of the student on questions of personality types are the responded are, 31.26% male and 14.5% female of students are responded openness personality types, 11.3% of male and 9.6% of females are responded Agreeableness personality types, 19.1% of male and 9.6% of female are responded Extra-version, and 18.4% of male and 17.7% of female are responded Conscientiousness, 14% of male and 14% of females are responded number, Emotional Stability. Most of the respondents are responded.

## 4.2. DISCUSSION

The main purpose of this study was to assess the types and level of student's personality the case of Wolkite University College of social science and humanity.

According Besides the Big Five characteristics, narrow personality traits of these characteristics are also important for predicting study success. O'Connor and Paunonen (2007) found that especially self-discipline, achievement-striving behavior (i.e., ambition), and curiosity are positively related to academic achievements. Additionally, impulsivity and anxiety are negatively related to academic achievements (O'Connor & Paunonen, 2007).

Participants of the study were 38 students. From the total number of participants 16 of them were female and 24 of them were male.

The research question was from those people who of them are having Openness personality type. The result was described in the table. The tables showed that some students are show have openness personality types. The result of this study shows those males are more have show openness trait. 31.26% of male and 14 of female of students are show openness personality types.

The other research question was from those people who of them are having Agreeableness and extroversion personality type. The result was described in the table. The tables showed that 20.9% of students and 22.2% are shows have Agreeableness and extroversion personality types respectively. And also other research question was from those people who of them are having Conscientiousness and Emotional Stability personality type. 26.1% and 24% of respondents are show Conscientiousness and Emotional Stability personality types.

As the result, 31.26% male and 14.5% females of participants are show openness personality types. More than 45.8% of the respondents are responded openness.

# CHAPTER -FIVE

## 5. SUMMARY, CONCLUSION, RECOMMENDATION

### 5.1 SUMMARY

From all of the Responses of the student on questions of personality types are the responded are, 31.26% male and 14.5% female of students are responded openness personality types, 11.3% of male and 9.6% of females are responded Agreeableness personality types, 19.1% of male and 9.6% of female are responded Extra-version, and 18.4% of male and 17.7% of female are responded Conscientiousness, 14% of male and 14% of females are responded number, Emotional Stability. Most of the respondents are responded.

Participants of the study were 38 students. From the total number of participants 16 of them were female and 24 of them were male.

As the result, 31.26% male and 14.5% females of participants are show openness personality types. More than 45.8% of the respondents are responded openness.

### 5.2 CONCLUSION

This study was help as a source of information for parents, teachers & counselors and gives insight about the types and level of student's personality in case of Wolkite university.

The research was contribute a lot in settling the debate a round student personality types by gathering empirical evidence on points in question. The findings may also was an effect on the family setting; result will help parents understand their child's behavior, it could also help to broaden their understanding whether personality types make a difference on their children's academic achievement motivation and personality. This could also be a benefit for student as well as instructors enhancing their knowledge about personality types. The research would add knowledge to the area of the study. As very little has been known so far about the effects of personality types in the Ethiopian context, this research would help counselors to use it during assessment of their client.

### **5.3 RECOMMENDATION**

Based on the result obtained in the study the following recommendations are suggested:

In order to understand gender difference in the score, it is important to understand their personality types.

One needs to be cautious for not taking what is stated in different literature about level of student's personality. Hence, the level of student's personality in terms of, Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experiences personality types.

2. Instructors and counselors in the university and other counseling setting should be conscious enough to consider factors addressing problems related to assess the types and level of student's personality.

3. There are many factors which influence the types and level of student's personality. A whole range of these variable works together to impact on the level of student's personality in terms of, Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness to Experiences personality types. Once these variables are understood and considered, and then it usually makes sense why gender difference in the score of their personality types. However, these variables were not included in this study which may limit the scope of knowledge that may be generated out of it. In addition, few studies are done in Ethiopian context on the types and level of student's personality; therefore, further comprehensive study should be done to broaden the insight in this area of concern.

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# APPENDIX

## Appendix

### Wolkite University

#### College of education and behavioral science

#### Department of psychology

#### Questionnaire

Objective: - the objective of this study questionnaire is to gather information about the types and level of student's personality. The information that you provide could serve only academic purpose and keep confidentiality you are kindly respond an appropriate space.

#### Demographic variable

##### - Gender

- Male
- Female

#### Ten-Item Personality Inventory-(TIPI)

Gosling, S. D., Rentfrow, P. J., & Swann, W. B.. (2013) . Ten Item Personality Measure (TIPI) . Measurement Instrument Database for the Social Science. Retrieved from [www.midss.ie](http://www.midss.ie)

I see myself as:	Strongly disagree. 1	Moderately disagree. 2	A little disagree. 3	Neither agree nor disagree. 4	Agree a little. 5	Agree moderately. 6	Agree strongly. 7
1. Extraverted, enthusiastic							
2. Critical, quarrelsome *							
3. Dependable, self-disciplined							

4. Anxious, easily upset *							
5. Open to new experiences, complex							
6. Reserved, quiet *							
7. Sympathetic, warm							
8. Disorganized, careless *							
9. Calm, emotionally stable							
10. Conventional, uncreative * የተለመደ							