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Faculty of Letters and Languages
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**Investigating the Relationship between Personality Traits and
Academic Performance among EFL Students**

Case of Undergraduate Students of English at Larbi Ben M'hidi University

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Master
in the Teaching of English as a Foreign Language

Submitted by

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Candidates' Declaration Form

I, Hafsa Amira, Candidate of Master at the Department of English, do hereby declare that the dissertation entitled **“Investigating the Relationship between Personality Traits and Academic Performance among EFL Students”** is my own work, and it has not previously been submitted at any university.

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Signature of the candidate

A handwritten signature in blue ink, appearing to be 'Hafsa Amira', written in a cursive style.

DEDICATION

In the name of Allah, The Most Gracious, The Most Merciful

*I dedicate this work to my beloved parents, whose unwavering support and love have been my
foundation.*

To my esteemed supervisor, whose guidance and wisdom have been invaluable.

To all my teachers, whose knowledge and encouragement have shaped my journey.

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ABSTRACT

This study explored the extent to which students with different personality traits exhibit varying academic performance. Adopting a quantitative ex post facto research design, we collected data via a detailed questionnaire administered to a sample of 100 undergraduate EFL students at Larbi Ben M'hidi University. The gathered data were then analysed using the Statistical Package for the Social Sciences (SPSS), applying a non-parametric test, including the Kruskal-Wallis test, to examine the distribution of academic averages across different personality types. The central hypothesis posited that there would be no significant difference in academic performance among students with different personality traits. The Kruskal-Wallis test results showed no significant differences in academic averages across the different personality types, as evidenced by a p -value of .79. Despite some observed variances in academic performance among the different personality traits, these differences were not statistically significant. The findings imply that within this sample, personality traits are unlikely to be related to academic performance. The conclusion suggests that factors other than personality traits may play a more critical role in determining academic success. Then, teachers and policymakers may want to focus on these factors when aiming to enhance academic outcomes. The study contributes to the broader understanding of the complex interplay between personality and academic performance, indicating that personality may not be a crucial factor in academic performance in this context.

Keywords: Personality traits, academic performance, EFL students.

List of abbreviations

SPSS: Statistical Package for the Social Sciences.

EFL: English as Foreign Language.

GPA: Grade Point Average (Numerical representation of a student's academic performance in school or college).

OCEAN: Openness to experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism.

FFM: Five Factor Model.

MBTI: Myers-Briggs Type Indicator.

EPI: The Eysenck Personality Theory.

SLA: Second Language Acquisition.

SILL: Strategy Inventory for Language Learning.

HEXACO: Honesty, Emotionality, extraversion, Agreeableness, Conscientiousness, Openness to experience.

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ملخص

General introduction

Background of the Study

Academic achievement has long been considered a crucial factor in shaping an individual's educational journey or career and planning future success. Singh's (2014) assertion highlighted the impact of a commendable academic record on one's prospects; solidifying its paramount standing in the realm of education and the learning process. So, this sets the stage for an in-depth exploration of the relationship between academic performance and the Big Five personality traits.

The correlation between academic performance and personality traits has been a subject of much research; with Lawrence (1997) and Myer et al. (1998) significantly contributing to this discourse. The big five personality traits, outlined by the Five Factor mode (Costa & McCrae, 1992), provide a comprehensive framework for understanding individual differences. The exploration of these traits becomes imperative, given their subjective influence on students' academic achievements, as emphasized by Lim and Abdullah (2012). Personality, viewed as a multidimensional psychological construct, is identified as significant determinant influencing students' academic performance and their engagement in the learning process. Building upon O'Connor and Paunonen's (2007) findings, the study places a spotlight on the noteworthy impact of an individual's personality on academic performance. It suggests that personality shapes behaviours that subsequently influence learning habits, ultimately culminating in academic success (Hakimi et al., 2011). This underscores the need to understand the nuanced relationship between personality traits and academic achievements in the context of EFL learners.

This study serves as a nuanced exploration of the interplay between personality traits and academic performance, shedding light on how the Big Five traits can shape learning habits and outcomes. The implications extend to not only the educational sphere but also have broader societal implications, emphasizing the importance of considering individual differences in the pursuit of academic success.

Understanding the intricate interplay between personality traits and academic performance among English as Foreign Language (EFL) learners holds profound significance in the realm of education and psychology. At its core, this study seeks to unravel the complex dynamics that shape the learning experiences of EFL students, delving into the realms of individual differences that extend beyond linguistic challenges. The implications of such research extend far beyond the immediate context, reaching into the domains of pedagogy, student support and the broader landscape of educational policies.

Research has consistently delved into factors influencing academic achievement, encompassing cognitive abilities, socioeconomic status, and teaching methodologies. However, the dimension of personality traits, often overlooked in the past, emerges as a focal point in comprehending the multifaceted nature of academic success.

Within the specific context of EFL learners, the intricate nature of language acquisition intertwines with individual personality differences. This intersection propels the need for in-depth exploration, as the conventional paradigms of academic analysis may not encapsulate the unique challenges and opportunities present in language learning environments. Recognizing personality as a determining factor in the learning mechanisms of individuals adds a layer of complexity to understanding the dynamics at play, as such, this study aims to delve into the interrelation between the big five personality traits: Conscientiousness,

Extraversion, Agreeableness, Openness to experience, and Neuroticism; and the academic performance of EFL learners.

1. Statement of the Problem

In the context of educational development and academic performance in Algerian universities, it is imperative to recognize the paramount significance of the psychological aspect and personality traits, particularly for EFL learners. This academic stage is critical in shaping students' future and has a lasting impact on their academic and personal growth. By prioritizing the understanding and nurturing of personality traits, we not only support their emotional well-being, but also enhance their academic performance. This emphasis on the psychological side of students can be a cornerstone for supporting and aiding them in achieving better educational outcomes and better academic performance, as such, it is essential to shed light on these aspects within Algerian universities. The lack of attention to these vital dimensions can lead to various issues, such as diminished self-esteem, decreased motivation, and academic underperformance.

So, while the majority of contemporary research predominantly originates from foreign educational institutions, there exists a notable dearth of studies that specifically focus on Algerian universities, this research will fill this gap by shedding light on this context within Algerian universities focusing on different types of personality that has a relationship with the academic performance.

2. Research Questions

1. What personality types do undergraduate students of English have?
2. To what extent do students with different personality traits have different academic performances?

3. Research Hypotheses

H₀: There is no difference between students with different personality traits and their academic averages.

H₁: There is a difference between students with different personality traits and their academic averages.

4. Aims of the study

The current study aims at:

- _ Investigating the relationship between personality traits and academic performance among EFL learners at the University of Oum El Bouaghi.
- _ Identifying and understanding the specific personality traits that contribute to academic success in this context.

5. Research Significance

This study will shed light on the intricate relationship between personality traits and academic performance among EFL learners, for understanding how specific personality traits may influence language learning outcomes, and offer valuable insights for educators, curriculum makers, and policymakers. The findings of this research may contribute to the development of strategies and interventions to enhance the academic success of EFL learners, taking into account individual differences in personality. One paramount facet of the importance lies in the potential refinement of educational strategies. By deciphering how specific personality traits influence academic achievement, educators gain invaluable insights into tailoring their reaching their teaching approaches. Recognizing and accommodating

individual differences can pave the way for more effective and Inclusive pedagogical methods, fostering a learning environment that resonates with the diverse needs of EFL learners. This, in turn, may lead to enhanced learning outcomes and a more positive educational experience. Moreover, the study holds the promise of a nuanced understanding of the psychological aspects of language learning, contributing to the holistic well-being of EFL students. Beyond the confines of language acquisition, the findings may shed light on the emotional and psychological dimensions of the learning process. Armed with this knowledge, educators can work towards creating environments that not only facilitate academic growth but also nurture the emotional and psychological resilience of learners, ultimately contributing to their overall development. The implications extend to teacher training and professional development as well. Educators equipped with insights into the influence of personality traits can adapt their instructional methods to better engage and support students. This, in turn, underscores the potential for continuous improvement within the teaching profession, as instructors learn to navigate the diverse landscapes of EFL classrooms with a heightened awareness of the individual characteristics that may impact learning outcomes.

6. Research Methodology

The present research focuses on EFL undergraduate learners, with a total sample size of 100 respondents. This diverse group includes both males and females. The research employs an ex post facto design, utilizing a survey method for data collection. Convenience sampling was adopted, and prior consent will be obtained from the participants before they engage in a 10–15-minute survey. It is emphasized that all collected data will be exclusively used for the research study, ensuring ethical and responsible handling of information.

7. Organization of the dissertation

The dissertation is structured into several key chapters. The general introduction serves as the setting stage for the research. Following this, chapter one delves into the literature review, providing a comprehensive analysis of existing scholarly works relevant to the study. Moving on, chapter two encompasses research methodology and a thorough discussion of the obtained results. The appendices section includes additional supporting materials. Finally, the document concludes with a references section, acknowledging the sources cited throughout the dissertation. This organized framework ensures a logical flow and completeness in presenting the research findings.

CHAPTER ONE

LITERATURE REVIEW

Introduction

This chapter explores the theoretical foundation of the study. It presents the conceptual framework and reviews relevant literature, organized according to the objectives of the study. It incorporates empirical evidence from other researchers, offering their perspectives on the adopted study variables.

1.1 Individual Differences

Individual differences refer to the dissimilarities among people in various aspects such as physical characteristics, intelligence, interests, attitudes, abilities, and personality traits. These differences distinguish one person from another and make each unique. According to Simsek (2012):

Individual differences can be defined as personal characteristics that distinguish learners from each other in the teaching and learning process. Learners are unique individuals who bring a critical set of variables to each learning situation, including delicate traits as indicators of their potential and the history of achievement of signs of previous accomplishments and predictors of future performance (p.317).

This definition highlights that individual differences are the unique personal characteristics that learners possess, which influence their learning processes and outcomes. It emphasizes that each learner brings a distinct set of traits, potential, and past achievements to the learning environment, making them different from others.

1.2 Personality Theory

The term personality has been defined in various ways, but within the realm of psychology, two primary meanings have emerged. Firstly, it relates to the consistent differences observed among individuals, focusing on classifying and explaining relatively stable psychological characteristics (Allport, 1937). Secondly, it highlights the qualities that are universally shared among people, distinguishing the psychological attributes of humans from other species (Allport, 1937). This dual perspective has shaped the two directions in personality studies specific qualities in individuals and the search for organized totality of psychological functions, emphasizing the interplay between organic and psychological events. This duality underlies the evolution of personality studies, delving into specific human qualities and exploring the integrated psychological functions affected by both internal and external factors. It is important to note that while these dual definitions intertwine in various topics, no universally accepted definition of personality exists within the field (Allport, 1937).

The systematic study of personality traces its roots to the fundamental idea that individuals are characterized by unique behaviour patterns, encompassing how they walk, talk; arrange their living spaces, or express their urges. Personologists, those who systematically study personality (Allport, 1937), analyse the differences in expression among individuals and seek to understand the causes behind these variations. While other branches of psychology examine similar functions and processes, Personologists emphasize the integration of these processes to form a distinctive identity or personality for each person.

The formal exploration of personality as a distinct discipline within psychology took shape in the 1930s with the publication of influential textbooks like “Psychology of Personality” by Stagner and “Personality: A Psychological Interpretation” by Allport in the

United States. However, personology can trace its roots back to ancient Greek thinkers who proposed a biochemical theory of personality.

1.2.1 Trait Theory

Personality traits embody enduring patterns of thoughts, feelings, and behaviours that characterise an individual (American Psychological Association, 2020). Trait theory posits that people vary in the intensity and strength of fundamental trait dimensions. These dimensions are characterized by three criteria: consistency, stability, and individual differences.

According to Walter (1968), consistency implies that individuals display similar behaviours across different situations related to a trait. Stability suggests that traits remain relatively constant over time. Lastly, individual differences denote the variability in behaviours associated with a trait among people. Early attempts, such as Allport and Odbert's (1936) list of 18,000 trait words, were later refined by Cattell to 16 factors in his assessment. Eysenck (1947) proposed two dimensions: extroversion/introversion and neuroticism/stability. The Five-Factor Model (FFM) or Big Five, introduced by Costa and McCrae (1985), is now the predominant theory. It identifies five key traits: openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism; it is often remembered using the acronym OCEAN. Each trait operates independently, meaning a person's position on one trait doesn't predict their standing on others. For instance, someone who is high in extroversion may vary in neuroticism levels. Thus, the FFM requires five scores to effectively describe an individual's personality.

1.3 Personality Models

1.3.1 Myers-Briggs Type Indicator (MBTI)

The Myers and Briggs Type Indicator (MBTI) developed by Myers and McCaulley in 1985, as expounded by McCaulley in 1990, delineates four dichotomous preferences governing individuals' cognitive processes and behavioural tendencies. These preferences are integral in determining one's psychological type, offering insight into how individuals interact with the world and make decisions.

Firstly, the extraversion (E) versus introversion (I) dimension elucidates whether individuals are inclined towards external engagement or internal reflection. Extraverts gravitate towards external stimuli and social interaction, while introverts draw energy from solitude and introspection, focusing on internal thoughts and ideas. Secondly, the sensing (S) versus intuition dichotomy illuminates individuals' perceptual orientation (Quenk et al., 1998). Sensors are grounded in the present moment, relying on tangible, concrete information gathered through the five senses. In contrast, intuitive individuals are drawn to abstract patterns, future possibilities, and underlying meanings beyond the immediate sensory experience (Kahneman, 2011). Thirdly, the thinking (T) versus feeling (F) dimension elucidates individuals' decision-making processes (Sadler-Smith & Sparrow, 2008). Thinkers prioritize objective analysis and logical reasoning, weighing cause and effect to arrive at decisions. Feelers, on the other hand, consider the emotional and interpersonal aspects, evaluating decisions based on personal values and the impact on others' feelings. Lastly, the judging (J) versus perceiving (P) dichotomy delineates individuals' approach to structuring their outer world (Sadler-Smith & Sparrow, 2008). Judges prefer order, organization, and decisiveness, seeking closure and planning. Perceivers, conversely, embrace spontaneity, adaptability, and keeping options open, thriving in flexible environments where they can

explore possibilities. In essence, the MBTI provides a framework for understanding individual differences in cognition, perception, decision-making, and behaviour, offering valuable insights for personal development, career counselling, and interpersonal relationships.

1.3.2 HEXACO Model

The HEXACO model of personality structure, introduced by Ashton and Lee in their book 'The H Factor of Personality', delineates six dimensions of human personality derived from research across various European and Asian languages. These dimensions encompass Openness to Experience (O), Agreeableness (A), Conscientiousness (C), Extraversion (X), and Honesty-Humility (H), each dimension comprises traits, with qualities reflecting both high and low levels. While drawing on methodologies akin to other trait taxonomies, such as those by Costa et al., (1992), the HEXACO model's uniqueness lies in its inclusion of the Honesty-Humility dimension.

1.3.2.1 Jungian Typology

Also known as the Jung Personality test, it is based on the concepts of psychological orientation developed by Swiss psychoanalyst Carl Gustav Jung. This personality assessment resembles the Myers-Briggs Type Indicator and consists of 72 questions. After completing the questionnaire, you will:

- Receive a four-letter type formula based on Carl Jung's and Isabel Briggs Myers' typology, along with preferences strengths and a description of your personality type.
- Discover careers and occupations that align with your personality type, as well as educational institutions where you can pursue relevant degrees or training.
- Learn about famous personalities who share your type.

- Access free career development resources and explore premium options.
- Use your test results in the Jung Marriage Test and the Demo of the Marriage Test to assess compatibility with your long-term romantic partner. To ensure accurate results, please select the response that aligns most with your typical feelings or reactions in each situation. Once you've answered all questions, click the "Score It!" button at the bottom of the screen.

1.3.3 Eysenck Personality Inventory

The Eysenck Personality Inventory (EPI) evaluates two fundamental aspects of personality: Extraversion-Introversion and Neuroticism-Stability. It consists of 57 Yes-No questions, ensuring no repetition. A falsification scale is included to identify response distortion. Scores include a 'lie score' (out of 9) indicating social desirability in answers, with a score of 5 or more suggesting potential dishonesty. The 'E score' (out of 24) measures extraversion, while the 'N score' (out of 24) gauges neuroticism. Interpreting the scores involves plotting them on a graph to reveal personality traits; the closer to the circle's edge, the more pronounced the traits. While the EPI offers insights, it is a simplified measure, so if results do not align with expectations, trust your intuition over the test.

1.3.4 The Big Five Model

The Big Five personality model, also known as the Five-Factor Model (FFM), was developed by several independent researchers over several decades. The foundation of the model was laid by Allport and Odbert (1936) when they created a list of 4,500 words related to personality traits. Cattell and his colleagues later (1940) used factor analysis to reduce Allport's list to sixteen factors, which was further refined by Fiske et al. (1949) into the five factors now known as the Big Five: conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion. Goldberg (1981) advocated for these five primary factors,

leading to their widespread acceptance and the development of tools like the Hogan Personality Inventory for candidate evaluation. The Big Five model is considered more reliable and valid than older personality models and has influenced personality assessment in professional settings since the 1980s (Zhang et al., 2019). The Big Five personality traits have become a widely recognized and employed model for understanding individual personality differences. This model is frequently utilized by companies to predict how employees or potential candidates interact with others and handle stress. Extraversion, or extroversion, reflects one's social interactions and comfort in their environment (Marsh et al., 2013). Those scoring high in extraversion tend to be outgoing, thrive in social situations, and enjoy a wide social circle. On the other hand, lower scores suggest introversion, with a preference for solitude, discomfort in large groups, and fatigue after socializing. Agreeableness focuses on how individuals treat their relationships, indicating kindness, empathy, and helpfulness. High scorers tend to be altruistic and compassionate, while those with lower scores may exhibit selfishness, competitiveness, and a lack of compassion. Conscientiousness measures thoughtfulness, goal orientation, and organizational skills. High scores indicate optimism, emotional stability and a strong work ethic, while low scores may suggest impulsivity, disorganization, and procrastination. Neuroticism, or emotional stability, reflects unsettling thoughts and feelings. High scorers may experience insecurity, stress and mood swings, while low scorers tend to be optimistic, stress-resistant, and emotionally stable. Openness captures one's curiosity, creativity, and willingness to try new things. High scorers enjoy learning, possess an active imagination, and are intellectually curious, while low scorers may dislike change, stick to routines, and have more traditional thinking. The Big Five model of personality is particularly intriguing when studying the relationship between personality traits and academic performance among EFL learners due to its comprehensive nature. Research indicates that these traits significantly influence academic achievement, with openness to

experience and conscientiousness being particularly strong predictors of success in second language learning (Dewaele & Li, 2020). Studies have shown positive relationships between these personality traits and academic performance among EFL learners, highlighting the relevance of the Big Five Model in understanding how individual differences impact learning outcomes (Aarti & Kadian, 2023). By utilizing this well-established framework, researchers can gain valuable insights into the complex interplay between personality traits and educational success among EFL students.

1.3.4.1 Big Five Traits and Academic Performance

1.3.4.1.1 Neuroticism and Academic Performance

Neuroticism, a persistent inclination toward negative emotions, often leads individuals to experience depressed moods, anxiety, anger, and vulnerability (McAbee & Oswald, 2013). Neuroticism comprises facets such as depression, anxiety, impulsivity, anger, hostility, and self-conscientiousness (Costa & McCrea, 1992). Neuroticism, or emotional stability, has been identified to influence academic performance both positively and negatively. Anxiety associated with the fear of failure may enhance effort and performance (Komarraju & Karau, 2005). Conversely, it may impair performance, leading to withdrawal and avoidance, resulting in lower grades (Barthelemy & Lounsbury, 2009). Trapmann et al. (2007) reported a significant correlation ($r = .39$) between neuroticism and academic performance in a meta-analysis of 58 studies, with 30 studies showing a negative correlation and 25 pointing in the opposite direction.

In a study by Moyosola (2013) on personality characteristics predicting academic performance in secondary school students in Nigeria, involving 398 students with an average age of 15.28 years old, no significant relationship was found between academic performance and neuroticism. This outcome aligns with the understanding that neurotic students,

characterized by emotional instability, often face anxiety and stress during academic evaluations, impacting their performance negatively (Chamorro-Premuzic & Furnham, 2005). However, Spengler et al. (2013) emphasized the role of personality traits in predicting academic achievement, revealing negative associations between neuroticism and academic performance in a sample of 898 participants with an average age of 15.83 years old.

Studies have consistently shown a significant connection between Neuroticism and academic performance (Furnham, 2003). At the university level, highly neurotic students generally exhibit poorer academic performance compared to low neurotics, with low neurotics performing better on ability tests, potentially due to lower anxiety levels (Chamorro-Premuzic & Furnham, 2003).

In the pursuit of academic success, obstacles and stressful situations are inevitable. Given that high neurotics often associated with low self-estimated intelligence (Furnham et al., 2003), this may increase anxiety and hinder the usual functioning of neurotic individuals (De Raad & Schouwenburg, 1996). Consequently, students low on neuroticism tends to outperform their high neurotic counterparts. While numerous studies have explored the impact of Neuroticism on academic performance, this research seeks to investigate its association with academic outcomes among EFL learners at Larbi Ben M'hidi University.

1.3.4.1.2 Openness to Experience and Academic Performance

Openness signifies a person's level of curiosity, creativity, appreciation for novelty, originality, imagination, and artistic sensibility (McCrae, 1994). Studies exploring its role in predicting academic performance yield mixed results. Moyosola (2013) conducted research on personality characteristics as predictors of academic performance among secondary school students in Nigeria. In a sample of 398 students (mean age 15.28), a significant positive correlation between Openness and academic performance was found ($r = .21, p < 0.05$). This

correlation is attributed to the traits associated with high openness – imagination, curiosity, aesthetic sensitivity, independence, and divergent thinking – which contribute to improved academic performance. Moreover, individuals with high openness possess an intellectual style suitable for contexts valuing autonomy and creativity. Studies that employ test scores also reveal positive correlations between openness and academic success. Various studies (Ashton et al., 2000; Barthelemy & Lounsbury, 2009; Goff & Ackerman, 1992) linked openness to experience with intellectual ability, curiosity, and general knowledge. However, a meta-analysis by Trapmann et al. (2021) presents conflicting results, with some studies showing no relationship or even a negative association between openness and academic performance. Several studies report a positive link between openness and academic success (Abraham et al., 2003; Buckle, 1996; Chamorro-Premuzic & Furnham, 2005; Gibson et al., 2003). Conversely, Noffle and Robbins (2007) found no significant relationship, and other studies also failed to establish a clear association (Hair & Hampson, 2006). Buckle (1996) highlights the association between Openness to experience and academic performance, attributing it to the correlation with intellectual ability, particularly general knowledge and vocabulary (Goff & Ackerman, 1992). However, Blickle's (1996) findings contrast with studies indicating no significant correlation between Openness to experience and academic performance (Chamorro-Premuzic & Furnham, 2003; Trapmann et al., 2007). The varying results suggest the difficulty in conclusively establishing a relationship between Openness to experience and academic performance.

1.3.4.1.3 Conscientiousness and Academic Performance

Conscientiousness is characterized by traits like hard work and organization, which consistently show a positive correlation with academic performance (Friedrich & Schutz, 2023). Various studies, including McAbee and Oswald's (2015) meta-analysis, highlight conscientiousness as a robust predictor of academic success. For instance, Moyosola's (2015)

study on secondary school students in Nigeria found a significant positive correlation between conscientiousness and academic performance. Feyter et al.'s (2012) meta-analysis emphasized conscientiousness's importance in predicting academic performance, although cultural variations were noted. Taylor's (2014) findings supported the connection between persistence, linked to conscientiousness, and academic achievement. De Raad and Schouwenburg's (1996) research further underlined the association between conscientiousness and traits such as dutifulness and responsibility and enhancing academic success.

Despite some inconsistencies in findings, there's a general acknowledgement that conscientious students tend to perform better academically. This emphasizes the need for a study, to explore the relationship between the big five personality factors and academic performance among EFL learners at Larbi Ben M'hidi University in Algeria.

1.3.4.1.4 Extraversion and Academic Performance

Extraversion refers to the extent and intensity of social interaction, encompassing traits like assertiveness, emotional expression, and excitability (Costa & Crea, 1992). Individuals high in extraversion are often seen as outgoing, while those low in it are described as reserved. Research on extraversion as a predictor of academic performance yields varied results (Abee & Oswald, 2013). Spengler et al. (2013) found positive links between extraversion and GPA in a study with 898 participants (mean age 15.83), suggesting that extroverts might benefit from more social time. However, other studies, like Almorro-Premuzic and Furnham (2003), showed only partial connections and academic outcomes, with extroverts excelling in interpersonal aspects of projects; Ackerman and Goff (1992) found a negative relationship between extraversion and academic performance in high school and university, suggesting that the impact of extraversion may vary with age and educational level. Further studies are needed to explore the influence of extraversion on academic

performance, particularly in contexts like Algeria where no such research has been conducted. This study also aims to investigate the impact of extraversion on academic performance among EFL learners at Larbi Ben M'hidi University in Algeria.

1.3.4.1.5 Agreeableness and Academic Performance

Research findings on the connection between agreeableness and academic performance vary. Some studies (Conard, 2006; Farsides & Woodfield, 2003; Gibson et al., 2003; Gray & Watson, 2002; Graziano & Hair, 2003) indicate a positive correlation, while others (Paunonen, 1998; Rothstein et al., 1994) report a negative association. Personality's link to academic success has been explored in multiple studies (McAbee & Oswald, 2013; Poropat, 2009). A study by Moyosola (2013) on secondary school students in Nigeria showed a positive correlation ($r = .31, p < 0.05$) between agreeableness and academic performance. Cooperative and effective functioning of agreeable students, marked by traits like altruism and trustworthiness, likely contribute to their academic success. While some researchers (Barthelemy & Lounsbury, 2009; Trapmann et al., 2007) argue for minimal impact of agreeableness on academic performance, others propose a positive relationship, suggesting that trusting and cooperative students excel in group assignments (Farsides & Woodfield, 2003; Feyter et al., 2012; Poropat, 2009). Komarraju et al. (2009) also found a significant relationship between agreeableness and academic performance. In contrast, post-secondary academic performance often shows no clear link to agreeableness. Mixed results emerge from research, with some studies associating agreeableness positively with GPA and final course grades (Conard, 2006; Farsides & Woodfield, 2003; Gray & Watson, 2002), while others find negative associations (Paunonen, 1998; Rothstein et al., 1994). A meta-analysis suggests a minimal mean population correlation ($r = .06$) between agreeableness and academic performance, indicating that agreeableness might not be a crucial determinant.

1.3.5 Personality and EFL

Personality encompasses a multitude of factors that distinguish one individual from another. In the realm of second language acquisition (SLA), personality plays a significant role in shaping the learning process. Various traits, such as self-esteem, extroversion, anxiety response, risk-taking propensity, sensitivity to rejection, empathy, inhibition, and tolerance of ambiguity, either facilitate or hinder SLA. Recognizing these traits is crucial for language teachers to accurately gauge learners' progress and outcomes. Human personality, with its diverse manifestations, has long been a focal point in the field of psychology for over 150 years. Renowned psychologists like Freud, Skinner, and Allport dedicated their research to understanding human personality. In SLA, scholars such as Krashen (1985), Skehan (1989), and Gass and Selinker (1994) have explored the intricate relationship between personality and language learning. Ehrman (1996) argues convincingly that personality profoundly influences SLA, shaping learners' preferences and comfort levels, thus influencing their choice of learning strategies and subsequent skill development.

Various personality traits impact L2 learning, including extroversion vs. introversion, self-esteem, inhibition, risk-taking, and anxiety (Papi, 2020). Extroversion and introversion exist on a continuum, with extroverts characterized as sociable, impulsive individuals who thrive on external stimuli, while introverts are introspective and prefer solitary activities. While early studies suggested introverts might excel in language learning, SLA theorists contend that extroverts are better suited due to their propensity for increased interaction, participation in group activities, and preference for communicative approaches. However, research outcomes vary, with some successful language learners exhibiting traits not typically associated with extroversion.

Various studies have explored the connection between personality traits and language learning strategies, yielding diverse findings, for instance, Ehrman and Oxford (1990) examined twenty Turkish learners using MBTI (Myers-Briggs Type Indicator), and SILL (Strategy Inventory for Language Learning), and interviews, revealing that extrovert learners favoured social strategies, while introverts preferred metacognitive ones. Sensing learners leaned towards memory strategies, whereas intuitive learners preferred compensation strategies. Further, thinker types leaned towards cognitive strategies, while feelers favoured metacognitive ones, and judgers preferred metacognitive and social strategies. Similarly, Wakamoto (2000) focused on extroversion and introversion among 254 Japanese English learners, finding that extraversion correlated positively with functional practice and socially effective strategies. In contrast to Ehrman and Oxford (1990), introverts did not exhibit distinct preferences. Sharp (2008) investigated 100 English learners in Hong Kong, noting introversion's negative correlation with social strategy use and positive correlation with metacognitive strategies. Kang's (2012) study on 250 Korean university students revealed significant relationships between personality traits and language learning strategies, with openness, conscientiousness, and extraversion showing positive correlations. Finally, Chen and Hung (2012) explored personality types, perceptual style preferences, and language learning strategies among 364 Taiwanese high school students, identifying significant associations between introversion, extroversion and various language learning strategies.

1.3.5.1 Big Five Model and EFL

The Big Five personality traits have been extensively studied in relation to English as Foreign Language (EFL) learning. Several studies have investigated the impact of these traits on various aspects of language learning, such as academic motivation, achievement, and learning strategies. A meta-analysis by Poropat (2009) reported that conscientiousness and

openness to experience were positively related to academic motivation and achievement among college students. Laidra et al. (2007) conducted a cross-sectional study from elementary to secondary school and found that personality traits, particularly conscientiousness and openness to experience, were significant predictors of academic achievement. Lounsbury et al. (2003) also found that the big five personality traits, along with work drive, were predictive of academic performance. In terms of language learning strategies, Zhang (2003) found that the Big Five personality traits were related to different learning approaches, such as deep and surface learning, Verhoeven and Vermeer (2002) investigated the relationship between personality dimensions and communicative competence in the first and second language learning. More recently, a meta-analysis by Teimouri et al. (2020) examined the relationship between the Big Five personality traits and second language learning over a 40-year period, the study found that extraversion, openness to experience, and conscientiousness were positively related to various aspects of language learning, while neuroticism was negatively associated.

These studies highlight the significant impact of the big five personality traits on various aspects of EFL learning, including academic motivation, achievement, and learning strategies. Understanding the role of personality in language learning can help educators develop more effective teaching approaches and support students in their language-learning journey.

Conclusion

In the first chapter of the dissertation, we explored the connection between personality traits and academic performance among EFL students. Beginning with an overview of personality theory and trait theory, we established a framework for understanding how personality traits impact academic outcomes. We then delve into various personality models, focusing on the big five traits and their influence on academic success. The discussion highlighted the significance of traits, such as conscientiousness and openness in predicting academic achievement. Additionally, we examined how these traits intersect with EFL learning, revealing insights into how personality influences language acquisition. By integrating the Big Five model within the EFL context, we gained a deeper understanding of how specific traits affect language learning outcomes. So, this chapter underscores the complexity of the relationship between personality traits and academic performance among EFL students.

CHAPTER TWO: FIELDWORK

INTRODUCTION

This chapter presents the practical aspect of the study that aims to investigate the relationship between personality traits and academic performance among EFL students. The study begins by outlining its methodological approach and describing the study's design, target population, and sampling methods. It then explains the data collection tool (questionnaire) and data analysis techniques. Finally, it concludes by presenting and discussing the findings.

Section One: Research Methodology and Design

1.1 Methodological Approach

Considering the type of research being correlational and aiming to gain a clearer understanding of the relationship between personality traits and academic performance among EFL learners, the most suitable approach is the quantitative one. Quantitative research is a systematic approach to studying phenomena that involves collecting and analyzing numerical data to uncover trends, calculate averages, evaluate relationships, and derive overarching insights (Creswell & Creswell, 2018). This type of research helps in testing the causal relationships between variables, making predictions, and generalizing results to wider populations. The purpose of quantitative research is to test a predefined theory or hypothesis and eventually either accept or reject it based on the results. Quantitative data analysis is used when researchers are interested in understanding data sets over time to identify patterns. This research method is widely used in fields such as psychology, economics, sociology, and marketing (Bhandari, 2023). The process of conducting quantitative research can be broadly

divided into the following steps: theory, hypothesis, research design, data collection, data analysis, and present results (Creswell, 2014). By following these steps, researchers can effectively conduct quantitative research to test hypotheses, establish patterns, and generalize findings.

The quantitative research design is well suited for addressing research issues by collecting and analyzing numerical data. This approach enables researchers to quantify phenomena, test hypotheses, and generalize findings to broader populations. Key elements of quantitative research include structured tools like surveys and experiments with substantial sample sizes, close-ended questions that can be statistically analyzed, and the application of statistical techniques to identify patterns, and relationships, and eliminate bias. The numerical data and hypothesis testing facilitate establishing cause-effect relationships and making generalizable inferences, making quantitative research valuable for investigating and understanding various research problems (Creswell, 2014).

A key limitation of quantitative research is that it can be inflexible and provide only “What” answers rather than “Why” answers (Saunders et al., 2009). Surveys and experiments are static and cannot be easily changed if a participant does not understand a question.

There are four main types of quantitative research design: descriptive research design, Correlational Research Design, Causal-Comparative (ex post facto), Quasi-Experimental Research Design, and Experimental Research Design (Creswell, 2014).

1.2 Design of the Study

Research design is the framework of research methods and techniques chosen by a researcher to conduct a study (Creswell & Creswell, 2018). Creating a research topic explains the type of research (experimental, survey research, correlational, semi-experimental, review)

and its sub-type. There are three main types of designs for research, data collection, measurement, and data analysis. The research problem an organization faces primarily dictates the design, but the design process can also refine the problem. Effective research should be flexible and responsive to both an evolving understanding of the problem and practical constraints (Creswell, 2014). During the design phase of a study, decisions are made about which tools to use and how they will be applied. Research design is a systematic and structured process essential for ensuring that the study is valid, reliable, and produces meaningful results. This process involves considering the aims and approaches, selecting a type of research design, identifying the population and sampling method, choosing data collection methods, planning data collection procedures, and deciding on data analysis strategies (Bhat, 2018).

Correlational research is a non-experimental research technique used to establish a relationship between two closely connected variables. It does not assume any specific relationship while evaluating the connection between these variables. Instead, statistical analysis techniques are employed to calculate the relationship. This type of research requires two different groups (Bhat, 2018).

For the aim of this study which seeks to investigate personality traits and academic performance among EFL learners, ex post facto design was chosen. The ex post facto research is defined as “a systematic empirical inquiry in which the scientist does not direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable” (Kerlinger & Lee, 2000, p. 375). This method allows researchers to explore causal relationships in scenarios where experimental manipulation is impossible.

1.3 Population and Sampling

The current study is conducted at L'arbi ben Mhidi University in Oum El Bouaghi, Algeria, focusing on the population of undergraduate EFL learners for the academic year 2023/2024. The sample consists of 100 EFL learners who were chosen, using convenience sampling. Undergraduate EFL learners are an ideal sample, they are at a critical developmental stage where personality traits are relatively stable yet still responsive to academic experiences, making them suitable for examining how these traits influence academic performance (Costa & McCrea, 1994). Additionally, EFL undergraduates face unique challenges related to language proficiency and cultural adaptation, which can interact with personality traits in ways that significantly impact their academic performance (Dornyie & Ryan, 2015). Convenience sampling is “a practical and efficient method for quickly gathering data by selecting readily available and willing participants. This approach is especially useful in preliminary research and when time and resources are limited” (Alkassim et al., 2016, p. 2).

1.4 Data Collection Methods

The data collection methods must be appropriate for the type of quantitative method design, especially since the selection of the methods is one of the crucial stages in conducting a research study, for the current study; quantitative data is collected. It refers to information that can be measured and expressed numerically (Smith, 2018). This type of data is characterized by its quantitative nature, allowing for precise measurement and analysis. It is objective, providing clear and measurable insights into various phenomena. Understanding quantitative data is essential for conducting rigorous research, making informed decisions, and advancing knowledge across various disciplines. By harnessing the power of quantitative

data, researchers and practitioners can unlock valuable insights and drive positive outcomes in their respective fields.

1.4.1 Questionnaire

A questionnaire is a fundamental research instrument serving as a structured set of questions or prompts to collect data on attitudes, experiences, or opinions. Essential for studying populations, comparing attitudes, and testing theories, questionnaires require careful design involving defining research objectives, crafting appropriate questions, considering respondent characteristics, and organizing questions logically. They come in various forms such as structured (with pre-coded questions), unstructured (open-ended), and a combination known as quasi-structured, commonly utilized in social sciences research (Horvat, 2011).

1.4.1.1 Student's Questionnaire

The students' questionnaire made for the study aims to explore the relationship between personality traits and academic performance among EFL learners. The questionnaire consisted of three sections; the first section covers the demographical information (gender, and age). The second section addresses measures of academic performance in which students are asked to put their academic average, and then rating their four skills proficiencies (low, average, high), so the language skills proficiency question seeks to certify more and more the student's average and performance. Section three addresses measures of personality traits, including 30 items (6 items for each personality), rated on a four-point Likert scale (strongly disagree, disagree, strongly agree, agree), this section aims to define each student's personality; and then group them according to their personalities. The construction of the current questionnaire was based on the NEO Five-Factor Inventory (NEO FFI) (Costa & McCrae, 1992). It is accompanied by minor modifications in order to make the items of the last version of the

questionnaire more suitable for the context of the current study. The students answered the questionnaire on paper instead of online platforms.

1.5 Data Analysis Methods

According to Creswell and Creswell (2018, p.150), “Quantitative data analysis consists of the use of statistical techniques to describe and analyse the variation in data. It often involves hypothesis testing and the use of mathematical models and statistical inference to draw conclusions about the data.” A researcher can use it first to classify, summarize, and illustrate observations systematically.

To analyse the findings from the current study’s data collection, a main phase took place utilizing specific tools to address the outlined research questions. Data were collected from a sample of EFL students using a questionnaire as the main data collection instrument. The data were analysed quantitatively using the Statistical Package for Social Sciences (SPSS) software. The analysis involved descriptive statistics for the questionnaire data. This method is selected because it aligns with the research questions and will provide a comprehensive understanding of the data.

1.5.1 Non-Parametric Test: Kruskal-Wallis test

Non-parametric tests are mathematical methods used in statistical hypothesis testing; they do not make assumptions about the frequency distribution of variables that need to be evaluated. It comprises techniques that do not depend on data about any distribution. The word non-parametric means that the number of parameters is flexible and not predefined. It is also called the distribution-free model (Chakraborti, 2011). It is used when the data does not meet the assumptions of parametric tests, such as equal variances or normality. These tests are more solid to outliers and non-normality, making them a good choice for datasets with these

characteristics (Kumar et al., 2020). Non-parametric tests are widely used in fields such as medicine, social sciences, and business to compare the outcomes of different interventions (Flannery et al., 2021). They are also used in quality control and engineering to compare the performance of different products or processes (Czub et al., 2020). The difference between parametric and non-parametric tests is that the non-parametric test uses the median to measure the central tendency value for statistical analysis; on the other hand, parametric tests utilize the mean.

One method of the non-parametric test is the Kruskal-Wallis test, it is a non-parametric statistical method used to compare the distribution of a variable throughout multiple groups. It is a rank-based test that does not assume normality or equal variances, making it beneficial to the one-way ANOVA test when these assumptions are not achieved (Chow et al., 2017). The test statistic is calculated by summing the ranks of each group, and the significance of the test is determined by comparing the test statistic to a critical value or a p -value (Cohen et al., 2017). A significant Kruskal-Wallis test indicates that at least one group has a different distribution from the others, but it does not identify which group is different or how many groups are different (Czub et al., 2020).

Section Two: Data Analysis and Interpretation

1. Student's Questionnaire Analysis

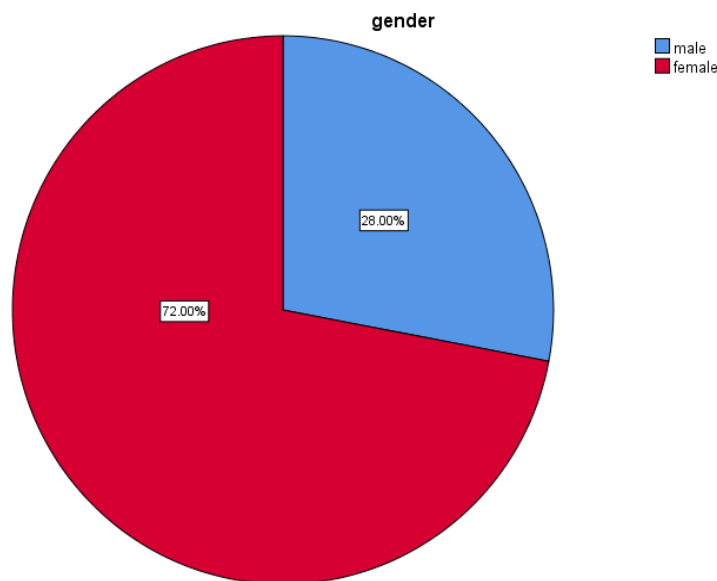
One hundred (100) EFL students have answered the questionnaire. It attempted to explore the relationship between student's personality type and their academic performance.

Section One: Demographic Characteristics

1- Gender

Figure 1

Student's Gender



The results show that the majority of respondents were female, representing 72% of the participants, while 28% of them were males. This reflects that more than two-thirds of students at the Department of English are females.

2- Age and academic average

Table 1

Student's Age and Academic Average

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
age	100	18	39	21.13	4.47
academic average	100	5.78	17.00	11.74	2.42

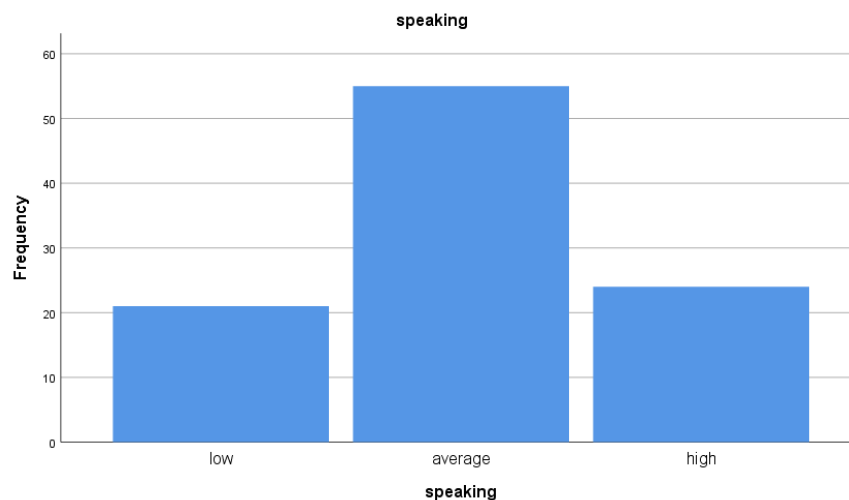
As Table 2 shows, students' mean age is 21. Concerning their academic average, the mean average was 11.74. This demonstrates that the sample includes a diverse age range of EFL learners, which may influence their learning experiences and outcomes. The variation in academic averages indicates differing levels of academic performance among the students.

Section Two: Proficiency in language skills

Speaking

Figure 2

Speaking Skills Levels among Participants

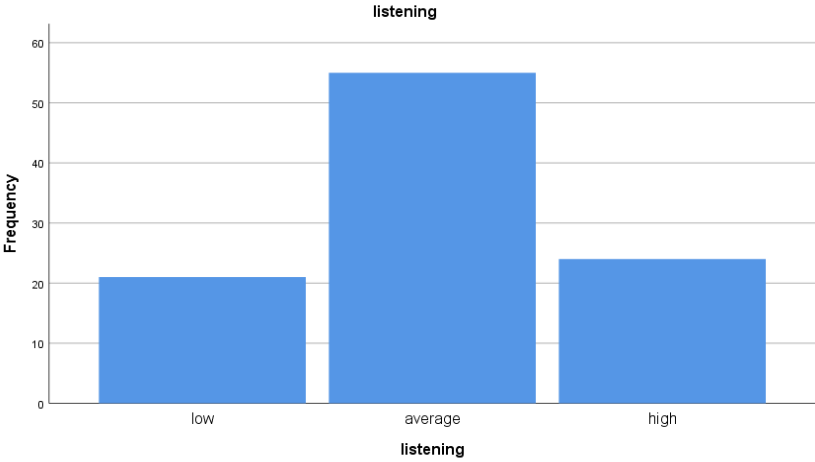


The bar chart (Figure 2) demonstrates that the majority of students reported having an average level of speaking skills, with 55% falling into this category. 21% have low speaking skills, and 24% have high speaking skills, reflecting a relatively balanced distribution around the average.

Listening

Figure 3

Listening Skills Levels among Participants

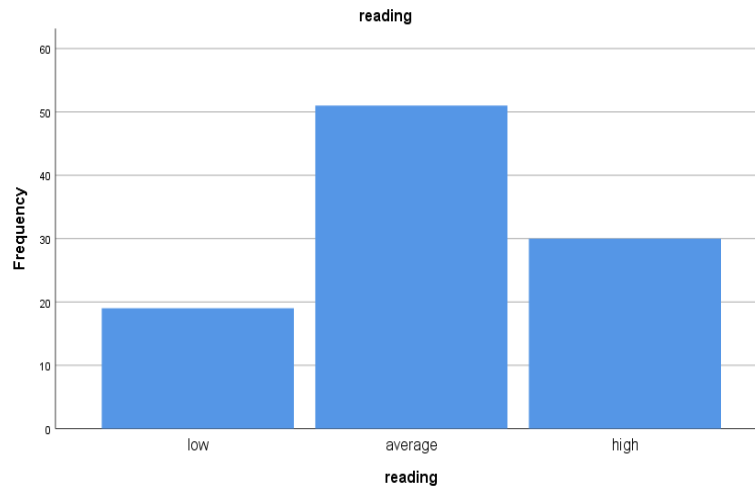


The bar chart (Figure 3) shows that the majority of participants are at an average level. There are fewer participants in the high and low categories, suggesting that listening skills among the groups are generally moderate showing a relatively balanced distribution around the mean average.

Reading

Figure 4

Reading Skills Levels among Participants

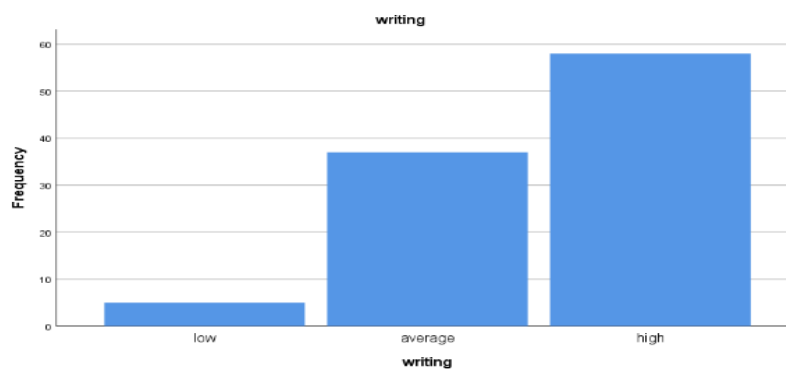


In Figure 4, we can see that reading proficiency shows a balanced distribution with a slight skew towards average skills. There are fewer participants with high proficiency and the least in the low category; this means that while there are a significant number of high proficiency readers but reading skills are anyway average.

Writing

Figure 5

Writing Skills Levels among Participants



The writing proficiency graph is different as Figure 5 shows; with a majority of participants having high writing skills. The number of participants with average skills is smaller, and very few have low writing proficiency. This suggests that writing is a strong suit for most of the participants. Graham and Perin (2007) found that many students excel in writing.

Section Three: Measures of Personality Traits

Figure 6

Academic Averages among Students

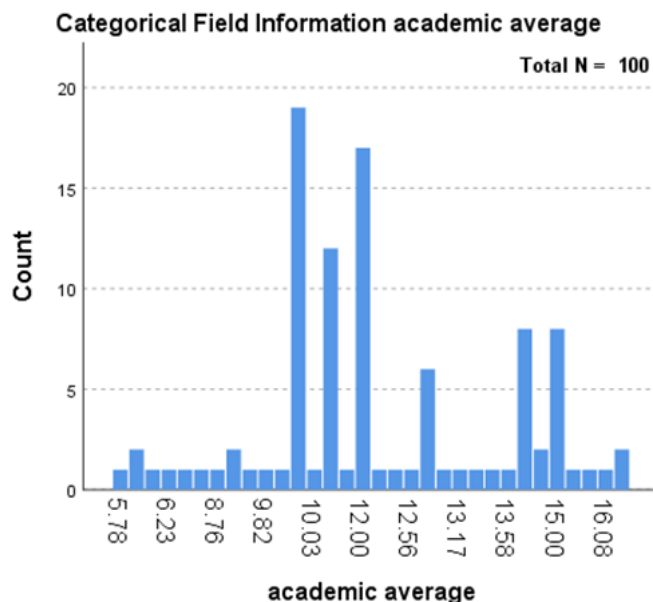


Figure 6 shows the distribution of academic averages, where the average of almost half of the students ranged between 10 and 12. About 48% academic averages of the students ranged between 10 and 12, this is in line with the mean average which is 11.

Figure 7

Personality Types among Students

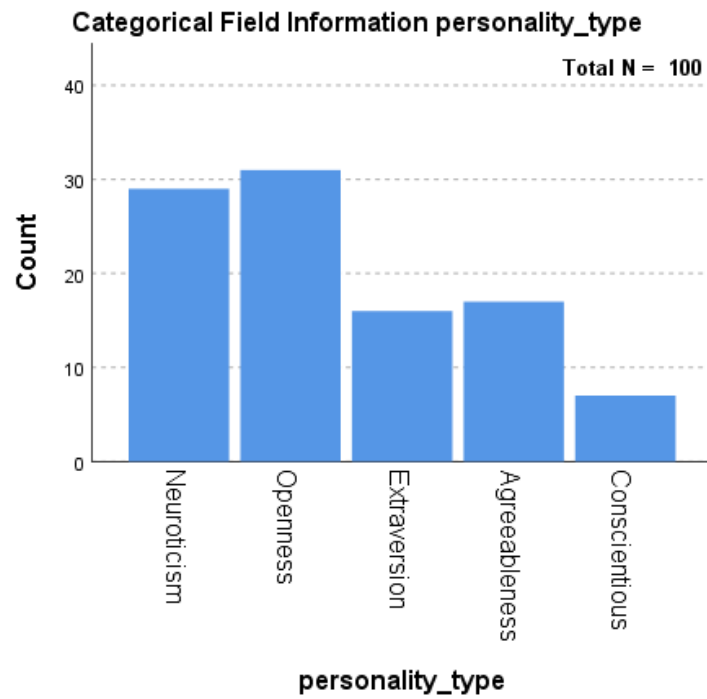


Figure 7 represents the bar chart depicting the count of different personality types, with “Openness” being the most frequent and “Conscientiousness” the least, suggesting a diverse sample in personality traits.

Table 2

Academic Averages by Personality Type

		Frequencies				
		personality_type				
		Neuroticism	Openness	Extraversion	Agreeableness	Conscientious
academic	> Median (12.00)	13	10	5	6	3
average	< Median (12.00)	16	21	11	11	4
Total		29	31	16	17	7

The table shows the cross-tabulation of academic averages (above and below median) with personality types, revealing no clear pattern or strong association between academic performance and personality type.

To compare between the five groups of students, an inferential statistical test was required. Before the choice of whether to use parametric or non-parametric tests, a normality test was needed. Table 3 demonstrated the results from Shapiro-Wilk and Kolmogorov-Smirnov^a tests and they demonstrated that the data were not normally distributed for the three groups: Openness, Extraversion, and Conscientiousness. Therefore, the non-parametric Kruskal-Wallis was used.

Table 3

Normality Tests for Academic Averages across Personality Types

Tests of Normality							
	personality_type	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
academic average	Neuroticism	.133	29	.200*	.948	29	.160
	Openness	.122	31	.200*	.931	31	.047
	Extraversion	.288	16	.001	.874	16	.031
	Agreeableness	.172	17	.192	.941	17	.329
	Conscientious	.354	7	.008	.759	7	.016

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table presents Kolmogorov-Smirnov and Shapiro-Wilk tests for normality across personality types, indicating that “Extraversion”, “Conscientiousness”, and “Openness” significantly deviate from normal distribution.

Table 4*Summary of Kruskal-Wallis Test for Academic Averages across Personality Types*

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of academic average is the same across categories of personality_type.	Independent-Samples Kruskal-Wallis Test	.797	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

The Kruskal-Wallis test summary indicates no significant difference in academic averages across different personality types ($p = .79$), retaining the null hypothesis of equal distributions.

2. Interpretation and Discussion of the Results

The current study aimed to investigate the relationship between personality traits and academic performance among undergraduate EFL learners at Larbi Ben M'hidi University. A sample of 100 students were selected, 72% of them were females; this reflects that more than two-thirds of the Department of English are females. Participants' mean age was 21 with a mean academic average of 11, this mean level has been explained more in the analysis section two "language proficiency skills" in which the majority of the study claimed had an average level for the three skills; listening, speaking, and reading, but this was not the writing case, in which the biggest number of the participants claimed that they are on high level concerning writing. The investigation revealed key insights into how personality traits might be related to academic outcomes.

The analysis of the data, first, began with the distribution of personality traits among the participants. Openness, accounting for 32% of the whole sample, is the most widespread personality type, followed by neuroticism at 29%, Agreeableness at 17%, Extraversion at 15%, and Conscientiousness at 7%. The prevalence of Openness suggests that a significant portion of students are more likely to be intellectually curious and open to new experiences, traits that may enhance and support learning but not necessarily guarantee high academic performance.

The academic averages of the participants were examined in relation to their personality traits. Starting with neuroticism, there were 13 participants with an academic average above the median. This indicated a relatively balanced spread of academic performance among neurotic students, although Neuroticism is relatively related to emotional instability, which can negatively impact academic outcomes. “Students high in neuroticism are more likely to experience anxiety and stress, which can interfere with their ability to perform well academically”, (Chamorro-Premuzic & Furnham, 2003, p. 319). So, to mitigate these negative effects, we should address the emotional well-being of neurotic students through mental health support and specific strategies for stress management.

For Openness, 10 students had an academic average above the median, while 21 were below or equal to the median. This suggests that while students high in openness are intellectually curious, this trait does not consistently translate into higher academic performance. Komarraju, Karu, & Schmeck (2009) claimed that “students who are open to experience are often more curious and willing to engage with new ideas, which can enhance their learning and academic performance” (p. 47). Leveraging the creativity and intellectual engagement associated with Openness through innovative teaching strategies could improve academic outcomes.

Extraversion was associated with lower academic averages, with only 5 students above the median and 11 below or equal to the median. This result aligns with the existing literature suggesting that extraverted individuals, who are often more active and social, may spend less time on solitary academic tasks. “Extraversion is not a strong predictor of academic performance in traditional educational settings” (Furnham, 2012, p. 543).

Likewise, Agreeableness showed a higher proportion of students with 6 above the median and 11 below or equal to the median. This could be due to the cooperative and consistent nature of agreeable individuals, which does not directly enhance academic performance, even its beneficial in collaborative settings. Costa and McCrea (1999) stated that “agreeable individuals may excel in cooperative and harmonious environments, but these traits do not necessarily translate to higher academic achievement” (p. 139).

Conscientiousness, which is the smallest group, had 3 students above the median and 4 below or equal to the median. Conscientiousness is widely recognized for its strong positive correlation with academic success due to traits such organization, diligence, and a strong sense of responsibility. Poropat (2009) Highlighted that “students high in conscientiousness tend to have higher levels of self-discipline and achievement striving” (p. 322). The balanced distribution in the current study may be due to the small sample size of conscientious participants, but increasing the proportion of conscientious students could effectively enhance academic performance.

The Kolmogorov-Smirnov (K-S) and Shapiro-Wilk (S-W) tests were conducted, to determine the normality of academic averages within each personality type. Neuroticism, the two tests revealed no significant deviation from normality, suggesting that the academic averages of neurotic students follow a normal distribution. For Openness, tests showed mixed results, with the K-S test indicating normality and the S-W test suggesting non-normal

distribution, highlighting a potential variability in academic performance among open individuals.

Both Extraversion and Conscientiousness showed significant deviations from normal distribution in their academic averages, indicating that these groups might require non-parametric methods for further analysis. On the other hand, Agreeableness, showed no significant deviation from normality, suggesting a normally distributed academic performance within this trait group.

The hypothesis that the distribution of academic averages is the same across all personality types was tested using the Kruskal-Wallis test. The results showed no significant differences in academic averages across the different personality types, with a p -value of 0.79. This finding implies that, despite the observed variances in academic averages among different personality traits, these differences are not statistically significant. Hence, personality traits, in this sample, are very likely to not be related to academic performance. This is in line with the meta-analysis study by Vedel (2014) that found weak or no significance of certain personality traits, another study by Harsha et al. (2015), indicated that while traits may show some correlation, the overall influence is often minimal when other factors are considered.

In brief, the current study provides an understanding of how personality traits relate to academic performance among EFL learners at Larbi Ben M'hidi University. The high percentage of neurotic students suggests a potential area for intervention through mental health support and stress management strategies. Students with Openness indicate a potential for enhancing academic outcomes through innovative and intellectually stimulating teaching methods. Although traits like Agreeableness and Extraversion are beneficial for social and collaborative learning, they do not strongly correlate with higher academic achievement.

Conscientiousness remains a key predictor of academic success, emphasizing the importance of fostering diligent, organized behaviours, and a sense of duty among students.

Conclusion

This study explored the link between personality traits and academic performance among undergraduate EFL learners, the results answered the research question, there is no difference between students' different personality types and academic performance. Neuroticism, prevalent among students, likely hinders performance due to anxiety and stress. On the other hand, Openness does not lead to academic higher academic outcomes and success. Extraversion and Agreeableness do not significantly impact academic success, and Conscientiousness, crucial for high academic outcomes, was underrepresented. Normality tests indicated deviations for Extraversion, conscientiousness, and Openness; necessitating non-parametric methods. The Kruskal-Wallis test showed no significant differences in academic performance across personality traits.

These results take us to another idea, the need for mental health support concerning neurotic students, fostering conscientious behaviours, and leveraging the creativity of open students. Effective educational strategies are essential to optimize academic outcomes and support student development and achievement.

General Conclusion and Pedagogical Implications

1. Summary and Conclusion

Within the educational context of EFL, the current study aimed at exploring undergraduate EFL learners' personality traits in relation to their academic performance. By following a quantitative method approach, utilizing an ex post facto research design that provides a clear insight regarding the study's goal, including a questionnaire that was forwarded to 100 students.

The findings revealed that there is no difference between students with different personality traits and their academic performance. Despite a gender imbalance with 72% females and a moderate mean of 11 out of 20, the low percentage of conscientious students and high levels of neuroticism, linked to stress and anxiety, hinder success. Agreeableness and extraversion contribute to a positive learning environment but do not strongly correlate with higher achievement. However, a high percentage of students with openness to experience suggest the potential for enhanced creativity through innovative teaching. Addressing neuroticism, promoting conscientious behaviours, and fostering creativity can improve academic outcomes.

2. Pedagogical Implications

The findings of the current study draw a number of pedagogical implications for enhancing academic performance among EFL learners. Given the low percentage of conscientious students, it is crucial to implement structured learning strategies that promote diligence and self-discipline, such as goal-setting activities, time management workshops, and consistent feedback mechanisms. To address the high levels of neuroticism, the university should invest

in mental health support and stress management programs, which could include counselling services, mindfulness sessions, and workshops on coping strategies. Furthermore, leveraging the high levels of openness among students can be achieved through innovative teaching methods that foster creativity and intellectual engagement, such as project-based learning, critical thinking exercises, and opportunities for exploration and experimentation. By addressing the emotional needs of neurotic students, encouraging conscientious behaviours, and tapping into the creative potential of open students, educators can create a more supportive and effective learning environment that enhances overall academic performance.

3. Research Limitations

Despite providing valuable insights into the relationship between personality traits and academic performance among EFL learners, there are some limitations that must be acknowledged. The sample size of 100 participants may not fully represent the entire population of EFL learners, which may limit the generalizability of the findings. Additionally, the study relied on only one data collection method which is the questionnaire where the students did not have the opportunity to expand on their answers. Finally, in the current study, the specific context of Larbi ben M'hidi University and its cultural settings may influence the results, and caution should be taken when applying these findings to different educational contexts.

4. Recommendations for Further Research

In light of what has been found concerning undergraduate EFL learners' personalities and academic performance, several recommendations for other research can be made. Firstly, expanding the sample size and including students from different academic disciplines could provide a more comprehensive understanding of how personality traits are related to academic outcomes across various fields of study. Secondly, incorporating qualitative methods such as

interviews and focus groups could offer deeper insights into the personal experiences of students, in addition to the nuanced ways in which their personality traits influence their learning processes and academic achievements.

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Appendices

Student's questionnaire

Dear respondent,

I am researching the relationship between personality traits and academic performance among EFL learners at Larbi Ben M'hidi University. Your participation in completing the attached questionnaire is crucial for the study's completion. Your identity will remain anonymous, and your responses will be treated confidentially. There is no right or wrong answer; please respond truthfully. If you express interest, I'll gladly share the study results with you. Thank you for your valuable time and participation.

Section One: Demographic characteristics

1- **Gender:**

Male Female

2- **Age:**

Section Two: Measures of Academic Performance:

1- Your current academic average:/20

2- Rate (√) your proficiency in the following skills:

	Low	Average	High
Speaking			
Listening			
Reading			
Writing			

Section Three: Measures of Personality Traits

		Strongly disagree	Disagree	Agree	Strongly agree
1	1. You stay motivated and focused on your studies.				
	2. You believe reliability and dependability are crucial in academic settings.				
	3. You effectively manage your time and balance your responsibilities.				
	4. You are detail-oriented in your assignments.				
	5. You prioritize tasks and you set specific goals.				
	6. You handle deadlines and you ensure timely completion of work.				
2	7. You prioritize maintaining positive relationships with others.				
	8. You comfortably express your emotions, and you show empathy towards others.				
	9. You tend to seek peaceful resolutions.				
	10. You put others' needs before your own.				
	11. You are quick to forgive and move past disagreements with others.				
	12. It's important for you to create a harmonious environment in your interactions with others.				
3	13. You often feel anxious or worried about various aspects of your life and study.				
	14. You frequently experience mood swings or emotional ups and downs.				
	15. You are easily stressed by everyday challenges or changes in your routine.				
	16. You find it difficult to let go of past mistakes or regrets.				
	17. You see that others perceive you as someone who is often tense or nervous.				
	18. You often feel overwhelmed by your responsibilities or tasks.				
4	19. You enjoy being around people.				
	20. You are primarily interested and concerned with the external world.				

	21. You gain energy from socializing.				
	22. Your energy reduces when you spend too much time alone.				
	23. You find yourself always on the go, confident, friendly, and assertive.				
	24. You find it easy to interact with teachers and students.				
5	25. You are curious about exploring new ideas and concepts.				
	26. You find yourself open to trying new activities or hobbies, even if they are unfamiliar to you.				
	27. You seek out opportunities for personal growth and self-discovery.				
	28. You are comfortable with ambiguity and uncertainty in various situations.				
	29. You enjoy discussing abstract or complex topics that challenge your thinking.				
	30. You often find yourself seeking out new and diverse experiences.				

THANK YOU SO MUCH!

ملخص

استكشفت هذه الدراسة إلى أي مدى يظهر الطلاب ذوا السمات الشخصية المختلفة أداءً أكاديميًا متفاوتًا. من خلال اعتماد تصميم بحث كمي بأثر رجعي، قمنا بجمع البيانات من خلال استبيان مفصل تم إجراؤه على عينة من الطلاب مكونة من 100 طالب جامعي في اللغة الإنجليزية كلغة أجنبية في جامعة العربي بن مهدي. ثم تم تحليل البيانات المجمع باستخدام الحزمة الإحصائية للعلوم الاجتماعية ((SPSS)، وتطبيق الاختبارات غير البارامترية، بما في ذلك اختبار كروسكال واليس، لفحص توزيع المتوسطات الأكاديمية عبر أنواع الشخصيات المختلفة. تفترض الفرضية المركزية أنه لن يكون هناك اختلاف كبير في الأداء الأكاديمي بين الطلاب ذوي السمات الشخصية المختلفة. أظهرت نتائج اختبار كروسكال واليس عدم وجود فروق ذات دلالة إحصائية في المتوسطات الأكاديمية عبر أنواع الشخصية المختلفة، كما يتضح من قيمة $p=0.79$. وعلى الرغم من بعض الفروق الملحوظة في الأداء الأكاديمي بين سمات الشخصية المختلفة، إلا أن هذه الاختلافات لم تكن ذات دلالة إحصائية. وتشير النتائج إلى أنه في هذه العينة، من غير المرجح أن تكون السمات الشخصية مرتبطة بالأداء الأكاديمي. يشير الاستنتاج إلى أن عوامل أخرى غير السمات الشخصية قد تلعب دورًا أكثر أهمية في تحديد النجاح الأكاديمي. بعد ذلك، قد يرغب المعلمون وصانعو السياسات في التركيز على هذه العوامل الأخرى عندما يهدفون إلى تحسين النتائج الأكاديمية. وتساهم الدراسة في فهم أوسع للتفاعل المعقد بين الشخصية والأداء الأكاديمي، مما يشير إلى أن الشخصية قد لا تكون عاملاً حاسماً في الأداء الأكاديمي في هذا السياق.

الكلمات المفتاحية: السمات الشخصية، الأداء الأكاديمي، طلاب اللغة الإنجليزية كلغة أجنبية.

Résumé

Cette étude a exploré dans quelle mesure les étudiants ayant des traits de personnalité différents présentent des résultats scolaires variables. En adoptant un plan de recherche quantitatif ex post facto, nous avons collecté des données via un questionnaire détaillé administré à un échantillon d'étudiants de 100 étudiants EFL de premier cycle à l'Université Larbi ben M'hidi. Les données recueillies ont ensuite été analysées à l'aide du logiciel statistique pour les sciences sociales (SPSS), en appliquant des tests non paramétriques, notamment le test de Kruskal-Wallis, pour examiner la répartition des moyennes académiques entre différents types de personnalité. L'hypothèse centrale postulait qu'il n'y aurait pas de différence significative dans les résultats scolaires entre les étudiants présentant des traits de personnalité différents. Les résultats du test de Kruskal-Wallis n'ont montré aucune différence significative dans les moyennes académiques entre les différents types de personnalité, comme en témoigne une valeur p de 0,79. Malgré certaines variations observées dans les résultats scolaires entre les différents traits de personnalité, ces différences n'étaient pas statistiquement significatives. Les résultats impliquent qu'au sein de cet échantillon, il est peu probable que les traits de personnalité soient liés aux résultats scolaires. La conclusion suggère que des facteurs autres que les traits de personnalité peuvent jouer un rôle plus critique dans la détermination de la réussite scolaire. Ensuite, les enseignants et les décideurs politiques voudront peut-être se concentrer sur ces autres facteurs lorsqu'ils cherchent à améliorer les résultats scolaires. L'étude contribue à une compréhension plus large de l'interaction complexe entre la personnalité et le rendement scolaire, indiquant que la personnalité n'est peut-être pas un facteur crucial du rendement scolaire dans ce contexte.

Mots-clés : Traits de personnalité, performances académiques, étudiants EFL.