

Chapter Two

Literature Review

This literature review defines significant things related to this research. There are some important points that are mentioned in this chapter. This chapter explores about personality, personality traits, model of personality traits, academic achievement and the correlation between personality traits and academic achievement.

Personality

According to the Latin word, personality is called as persona which means a mask that shows the character, behaviour, or feeling of the actors in a play. For sure every person wears their mask every day to cover their weaknesses and insecurities because some people think first personality impression matters. Indeed, personality in person may change in response to different circumstance that is why personality is a unique thing (Schultz and Schultz, 2005). It means that personality shaped our perception on topic and the way people think. Sharp (2008) assumes that the characteristic of each person is different and the unchanging pattern of personality traits makes human a unique creature. Personality is the center determinant of people in regular behaviour which affects their works, material status, health, educational achievement, relationship, and their preference in sleeping and eating (Ahmetoglu and Chamorro, 2013). In conclusion, personality is a human unique mask which has

the component of traits such as character, behaviour, feeling, and response interaction with another individual.

Personality Traits Theory

In 2005, Schultz and Schultz theories of personality revealed some approaches in personality one of them is traits approach. Referring to Schultz and Schultz (2005), a trait is an individual characteristic and a significant genetic component to predict and describe people personality by their inherited biological factors. Cattell (1957) defined traits as the core elements of personality. People could predict someone's behaviour in different circumstances only when they know that person's traits. Cattell also stated that people traits are the basic unit of personality as their permanent reaction to something.

According to Ahmetoglu and Chamorro (2003), a trait is a permanent pattern in the way person thinks, behaves and feels. People usually describe themselves and others by using words that suit and reflect their personal characteristic. A person may move to different city or county, transfer to a different school, experience different circumstances, marry, divorce, and make new friend yet people will still be able to recognize and tell who he/she really is when the person is acting uncharacteristically. Literally, personality trait represents human characteristic ways of acting and experiencing.

Big Five Dimensions

Big-five approach started in the 1960s but it developed more in the 1980s, 1990s and 2000s. Big Five is known as Five-Factor Model (FFM) or OCEAN (Openness, Conscientiousness, Extrovert, Agreeableness, and Neuroticism) taxonomy. According to McAdams and Pals (2006), Big Five distinguish individual social and emotional life into five factors. There are five domains which have been defined and identified:

Firstly, openness is the most positive influence on a social relationship and people with this trait enjoy new ideas and new information (John and Srivastava, 1999). Secondly, conscientiousness refers to people who are dependable, responsible, careful, organized, discipline, and mindfulness (Bratko and Saks, 2006). They are also an ambitious individual when it comes to work related thing, education, and learning. Conscientiousness students tend to contact their family member frequently. Thirdly, it is extraversion and it describes an individual who is warm, sociable, energetic, cheerful, hopeful, and outgoing in a social situation (Klinkozs, Sekowski and Bambring, 2006). Then, agreeableness which is associated with positive vibes and they easily accept friendship and trust. As believed by Costa and McCrae (1992), people with agreeableness traits tend to be sympathetic, honest, straightforward, humble, reliable, forgiving, kind and self-sacrificing. Lastly, it is neuroticism and it refers to the negative effect of individual emotions such as anxiety, feeling regret, sadness, hatred, anger, nervous, fear, depression, and laziness.

Conscientiousness

Conscientiousness was studied by Hartshorn, May and Maller in 1929 as a part of ego strength, it was portrayed by Murray and Kluckhohn in 1953 using such terms as resolution, initiative, and responsibility. Conscientiousness is regularly thought as a personality trait, which mirrors the moderately persevering, an example of considerations patterns, emotions, and behavior that separate individuals from each other (Roberts and Jackson, 2008). Conscientiousness is a range of develops that depict individual differences to be naturally controlled, responsible to other people, hard-working, deliberate, and rule tolerating (Roberts, Jackson, Fayard, Edmonds, and Meints, 2009).

Conscientiousness is one of the personality traits from Big Five Personality. Sutherland, Bruin, dan Crous (2007) pointed out that a person with conscientiousness trait has a purpose in every activity they do, they have strong determination and they are detail-oriented kind of person. It is in line with Prevoo and Terweel (2012), an individual with conscientiousness trait likely to follow rules, they play by the rules of the game and rarely break promises. In a previous study, Feist (2012) stated that conscientiousness describes people who are organized, have high self-control, self-discipline, ambitious, responsible of their demeanor and they focus to their achievement. Conscientiousness individual also has a strong tendency to obey rules and follow their planned activities. They have diligent and reliable characteristic (Pervin, 2005)

According to McCrae and Costa (2006), conscientiousness defines people who are dependable, have impulse control and a will to achieve their goals. An individual with conscientiousness trait has their own perspective about cleanliness, they have ambition and they are workaholic and being on time is their motto.

Conscientiousness has both proactive and inhibitive perspectives (Jackson, Wood and Roberts, 2010). The proactive side is more likely seen as individual who focuses to chase their dream and make their goals happen and they have strong commitment to work hard meanwhile inhibitive side is seen as individual who is showing care in their work and paying close attention to the details of their tasks. The proposed facets of conscientiousness are Competence, Order, Dutifulness, Achievement Striving, Self-Discipline, and Deliberation.

People with high level of conscientiousness are famous for positive adjectives such as purposeful, diligent, methodical, exacting and organized. Students with high conscientiousness are good at managing their time, organizing their work and study hard with a clear goal. Meanwhile, people with low level of conscientiousness tend to be less focused, less careful and more likely they are easy to be distracted from their work (Nighute and Sadawarte, 2014)

Academic Achievement

Achievement is the result of an activity that has been done in the form of knowledge or skills and the result is either from individually work or group work. Academic achievement normally refers to the result of students from learning. Achievement will be done successfully when a person has skill and effort throughout the process (Sumardi and Juhridin, 2013). As stated by Winkel (2009), academic achievement is included as one of the learning processes that give students an experience to make better changes in the field of knowledge, understanding, analysis, and evaluation. In learning achievement, education institution organized a teaching and learning process for students and the teaching and learning process can influence students' learning outcomes. To increase the students in grasping the material and having a good achievement, the last process to do is evaluation. Lewelling (1991) has stated that students who have more motivation in class and a positive attitude toward learning have been achieved better in school.

The correlation between students' conscientiousness trait and academic achievement

There are three main skills for students to be successful in learning process; the cognitive and meta-cognitive skill relate to students' goal, progress and memory skills. Social skills consist of interpersonal, listening, social problem solving and teamwork skills. The last is self-management skills that relate to managing

motivation, attention, and emotions (Dzulkifli and Alias, 2008). One of the central non-cognitive variables to predict school achievement is conscientiousness. In a meta-analysis, it has been shown that conscientiousness is the most consistent and stable personality predictor for academic achievement (Poropat, 2009). It combines various traits which are crucial for successful learning. For example, self-discipline, ambition, persistence, diligence, and dutifulness. The narrow traits of conscientiousness can predict academic achievement better than the broad trait (Paunonen and Ashton, 2001).

Conscientiousness trait is one of a good ways to predict the preferred learning style for students because conscientiousness traits can measure someone's behavior, emotional and attitude. As reported by Dumfart and Neubauer (2016), intelligence and conscientiousness turned out as the most powerful predictors for school achievement of adolescents. No other personality and motivational variables could essentially enhance the prediction.

Kappe and Flier (2012) indicated that conscientiousness is the best predictor across a broad spectrum of academic achievement measures and explains five times as much variance in GPA as does intelligence. Furthermore, the conscientious students are commonly known as being the efficient, organized, steady emotion and full concentric characteristic so they tend to be academically successful (Roccas, Sagiv, Schwartz and Knafo, 2002).

From the explanation, students who hold good thoughts, persistent, hard-working, organized and positive about themselves and their abilities have a big chance to succeed.

Related Studies

There are some prior studies that are related to this research. Dumfart and Neubauer conducted research in 2016 entitled “Conscientiousness Is the Most Powerful Non cognitive Predictor of School Achievement in Adolescents”. The participants were 498 eighth grade students from general secondary schools in Austria. The result showed that the conscientious trait was significantly related to students’ academic achievement. The researchers computed a weighted mean score consisting of the following grades such as German, English, Mathematics, Physics, Biology, Geography, and History to get the students’ final score.

The second study was conducted in Estonia by Laidra, Harro, Merenakk and Allik (2006) with the title “Personality and intelligence as predictors of academic achievement: A cross-sectional study from elementary to secondary school”. The research was about personality and intelligence as the predictors of academic achievement. The respondents of this research was 3618 students (1746 boys and 1872 girls) from grades 2, 3, 4, 6, 8, 10 and 12. The researcher measured students’ academic achievement through their school records including GPA, academic

recognitions, honors, and rule violating behavior. The result from the research showed that conscientiousness trait affects students' academic achievement especially students from grade 6 to 12. They used a questionnaire to find out students' personality.

From the previous studies, there were some similarities and differences with this research. The previous research measured students' academic achievement by several subjects such as Mathematics, Biology, History, and other things including rule violating behavior in school and academic recognitions. Meanwhile this research only focused on students' final GPA. The respondents of the previous research were the students from elementary and secondary schools while the respondents of this research are university students. Both of these studies have similarities of using the same personality from Big Five personality which is conscientiousness. The research setting, respondents, year, research data and the result of this research is different from the two previous studies. Therefore, this research is qualified and allowed to be used. So by that, the researcher decided to conduct this research.

Hypothesis

Ha: There is a correlation between students' conscientiousness traits and their academic achievement.