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**The Effects of Students Personality Traits on their
Academic Achievement .The Case of Master two EFL
Students – Saida University-**

Dissertation submitted as partial fulfillment of the requirements for the degree of *Master*
in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date:

Name:

Signature:

Dedication

*To my dear parents who never stopped encouraging and supporting me to
know more and make steps forward.*

*To my father and mother who holds all my love and gratitude. Thank you for
your unconditional and never-ending love, for the support that you have
always given*

To my dear sisters; kheira, imane & brothers, Abdelkarim, Abdelrahmane

To my dear Besmet El manel BOUCHEMEL

*To everyone who helped me to add and enjoy this memorable experience after
five years of continuing academic studies to achieve success.*

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My deepest gratitude and appreciation go to all my teachers who helped me to surpass all challenges and to all of those who provided me with support during the completion of this research work.

To all my classmates for the nice time, we spent together helping one another.

Abstract

This present research investigates the effects of the students' personality traits on their academic achievement. It attempts to reveal the students' personality traits and the impact on academic performance in the EFL Classroom, for accomplishing known goals and objectives. Students' responsibility in improving their academic performance, as well as how the concept of personality traits are personalities supported and viewed and managed in Algerian higher education. The goal of this study is to find out more about personality factors that can help EFL students succeed academically at SAIDA University. The questionnaire is directed to master two EFL learners at the University of Dr. Moulay Tahar - Saida, and the data is collected using two separate data collection instruments: surveys and classroom observation. To affirm or reject proposed and assumed Data. Results indicate that the big five traits (conscientiousness, openness, extraversion, agreeableness, neuroticism) affect students' academic achievement. Suggestions and recommendations to learners, teachers, academic institutions, are provided for the aim of building a concept of personality traits and academic achievement in EFL at university SAIDA in Algeria. According to this, students' personality traits have a terrific significance to enhance academic achievement in ALGERIAN classes for learning English. This study argues for an urgent need for promoting students' academic achievement at SAIDA University.

Keywords: personality traits- academic achievement- EFL learners

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List of Abbreviations

EFL: English as Foreign Language

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General introduction

General Introduction

English is considered as the universal language that is used as a common language to facilitate communication between different countries and it is required for many domains. Learning and teaching English as a foreign language must have big importance for both learners and teachers. Since it has become a big part of the quality of education that has a relationship with academic achievement.

Moreover, academic success varies from one student to another. Although the same teacher, materials, and structure. Student psychology tends to be an essential aspect that influences learner's academic achievement. Different psychological factors influence student's success. The most famous factor is personality traits that compose of five models; extraversion, conscientiousness, openness, agreeableness, neuroticism.

This research aims to gather sufficient data to help the instructors to be conscious of different personalities in the classroom. Moreover, it aims to generate data about the effects of student personality traits on their academic achievement. According to what has been mentioned before. The following research questions are addressed:

1. How student's personality traits can affect their academic achievement?
2. Which traits are correlated with academic success?

To pursue that; it is hypothesized that

1. Personality traits differ from one person to another and each trait has its own characteristics.
- 2.

To investigate the correlation between personality traits and academic achievement two research tools are used, questionnaires and classroom observation. Student questionnaire addresses 32 master two EFL students from the English department at university Saida. It is the investigation to reveal each individual personality. While classroom observation attempts to show the relationship between the two aspects

The current study consist of three chapters. The first chapter is literature review which is the theoretical work. It contains the definition of personality traits and academic achievement. In addition the second chapter is about data analysis, and the third one is about the suggestion and recommendation for the future research.

The result indicate that there is a relationship between academic achievement and students personality traits. Conscientiousness and openness is strongly related positively to academic success. Whereas neuroticism have negative relations with academic performance. Agreeableness and extraversion are also positive traits that impact positively student academic achievement.

Chapter One:

Literature Review

Chapter one: literature review

1-Personality traits:

1-1-Definition of personality:

Personality is the description of someone behaviors, thoughts, emotions, that differ from person to another. Allport (1937) states that personality is changeable in both physical and psychological characteristics that affect person's response. For these reasons, people are different; some are talkative, others are active. Whereas, another people are quiet. The usage of adjectives like quiet, happy, sad to describe the personality of the person.

Besides, Jordan (2017) states that personality is evolved to the problem of an overly complex world. Due to personality shape our perception and defines that way one looks at the world.

People are in sense, a dynamic of different personalities and in order to co-exist. First, understand the main idea of personalities, then find out a way to bridge personality differences with one another. And the most apropos tool currently use for this endeavors is the big five personality traits model.

The big five traits are the most widely accepted theory of personality nowadays, it has been cited in thousands of papers and it is acknowledged by most psychologists. The reason is quite straightforward, it offers a quite accurate description of the individual by narrowing down his or her focus to the five important traits, and each trait is subdivided into two more.

Also the assessment of each traits is not binary. For example, introvert or extrovert, but rather each personality traits occupies a spectrum. This offers a more holistic understanding of one's personality and allows the individual to have a more nuanced view into his or her inner world.

Additionally, Allport and other psychologists claim that the best way to understand the variation between individuals is by understanding the way of using the appropriate words of describing human personalities. The way the big five generated was over about fifty years. Personality psychologists gathered together adjectives by using a lexical

approach within the English language, then using statistical techniques called factors analysis to determine one concept for thousands of words. The most successful and accepted system is the big five traits.

1-2-The big five traits:

The big five traits come from the personality study that developed in 1970 by Paul Costa and Robert R. McCrae, which consist of five dimensions; extraversion, openness, conscientiousness, neuroticism, agreeableness. Summarized in the acronym OCEAN. Each one of the traits is divided into facets.

People are across the spectrum of each trait, they end up with a dynamic assemblage of diverse groups that is difficult to assess and organized, that's a consequence of the unpredictable environment. Each personality is affected by genetic and environmental factors and this renders the potentiality of a rather homogenous set of personalities with a social group quite difficult. For this reason models like the big five traits are so useful.

By evaluating our personality traits, becoming more aware of who we are, and also seek out the environment to put the traits in its proper place. People who are similar create a great potential partner, also cooperate with different traits could help to solve all sorts of problems.

The power of the big five simply cannot be ignored. The model can help us conceptualize the world around us better, discover objective truths that are pragmatic utility, and allow humanity to move forward in a less confused fashion.

Every aspect of the big five breaks down into two categories:

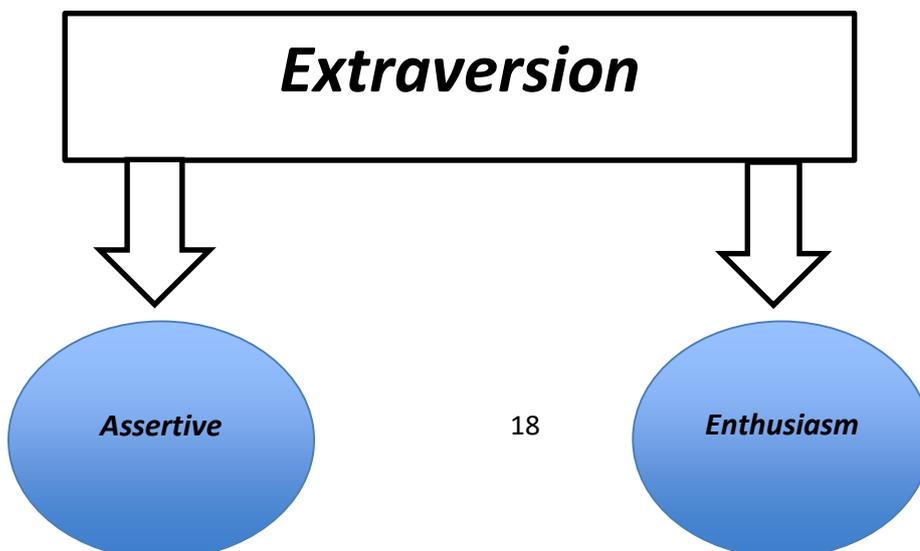


Figure 01: extraversion categories

1-2-1-Extraversion:

Extraversion is essentially the positive emotions dimension. It means that by being more extraverted the probability of putting yourself in the world increasing. Humans are explorers, and extraversion abets the need of driving into unfamiliar territories. This can include more risk, but also more opportunities.

The upside is that people high in extraversion tend to form more relationships and by doing so they enhance their social network and the probability of randomness enforcing experiences upon them. Both of with can prove beneficial in succeeding in personal and professional endeavors.

The downside is that more exposure means more vulnerability and this requires a lot of resilience and the ability to confront different people and views. It also means that the ego can be inflated and that can affect their mood, behaviors, humility, and proactivity.

1. Assertive:

Assertiveness is a combination of healthy confidence and the ability to stand up yourself and your rights, without however disrespecting the rights of others. assertive people are direct and honest with others. They do not expect others to read their mind about what they want, if someone disturb them they speak up. In simple word is a gentl demonstration of confident characteristics.

2. Enthusiasm:

Enthusiasm is closely related to comfort and especially comfort in one's skin. People with these traits are more open and they bring more energy to an interaction. They make friends easily, reveal a lot about themselves, and show their feelings.

3. Extraversion Characteristics:

- Refer to the people who see the world as a place of social opportunities
- People who make friends quickly
- Tend to be more perceived by another as friendly
- Like excitement and feel of being at a party like to speak out, take charge
- Like to take control of activities in groups
- Vigorous, energetic
- Always trying to stay moving
- Look for a high level of stimulations
- Looking for mood and positive feelings

1-2-2-Conscientiousness:

The oxford dictionary defines conscientiousness as the quality of wishing to do ones work. The trait reflects the people who are diligent, industrious and orderly. It is the excellent traits for education because of the usage of schedules for manage the time.

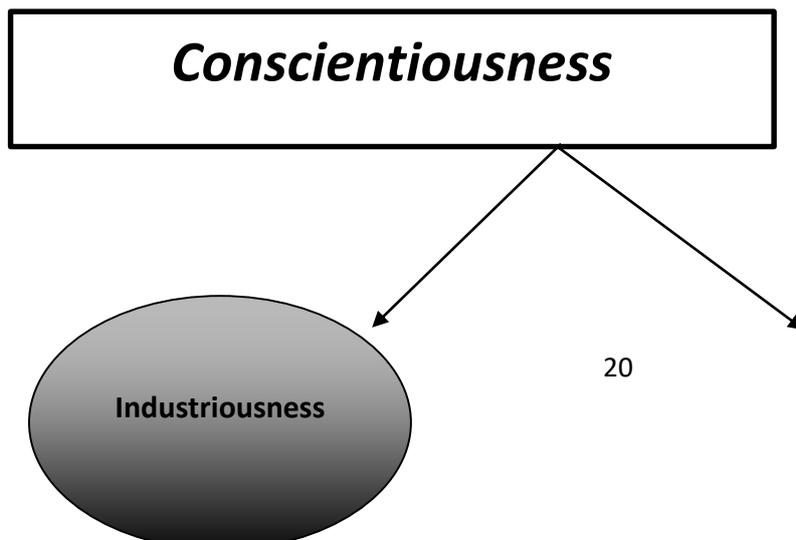




Figure 02: conscientiousness types

Industriousness:

People are effective and efficacious. They carry out their plans, follow a well-organized schedule, meet deadlines, finish what they start, and know what they are doing.

Orderliness:

Refer to people who like to have their personal space in order, they are tidy, avoid clutter, follow routines and rituals, and are bothered by the disorder.

Conscientiousness characteristics

- The ability to accomplish things, the ability to want to achieve tasks
- They believe they are competent, self-control, and drive
- Feel effective and in control of their lives
- Well organized, they like to plan things, making plans and schedules
- Tend to have a strong sense of moral

1-2-3-Agreeableness:

The trait reflects people who are self-sacrificing, compassionate, and polite, they do not like conflicts, they care for others, and they are likely to put your concern ahead of theirs. They are non-competitive and cooperate. It is the dimension where women score high more than men.

Agreeableness

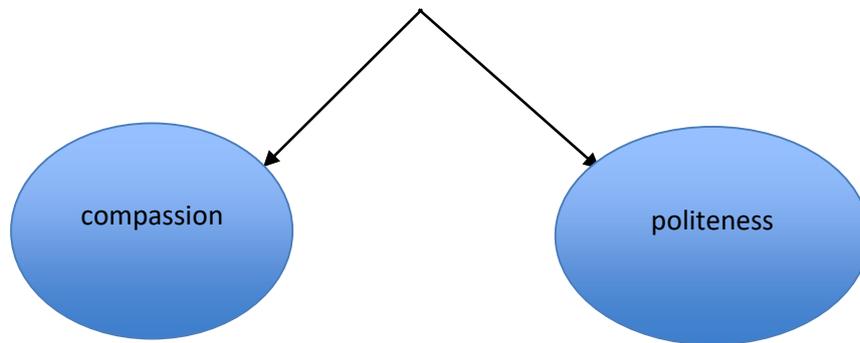


Figure 03: agreeableness types

Agreeableness characteristics:

- Tend to believe that people are well-intentioned, honest, fair, they tend to be trusting of other individuals
- The tendency or using deception or manipulation as opposed to being candid and sincere
- The belief that there is a certain amount of deception that needed in the conversation
- Help other people
- They are not concerned with their own need
- They do not like appearing as if they are better

1-2-4-Openness :

Reflect on the ability to chase new experiences and engage in creative pursuits. People low in openness tend to prefer their comfort zone and safe spaces, whereas people high in openness tend to question the boundaries of conventional knowledge and seek innovation. Openness to experience is subdivided mainly into openness and intellect, but also involves six dimensions, including active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, and intellectual curiosity. The first five dimensions are connected to creativity, and

introspection; people who score high in these dimensions. Tend to enjoy abstract thinking, challenging problems, and are intellectually curious.

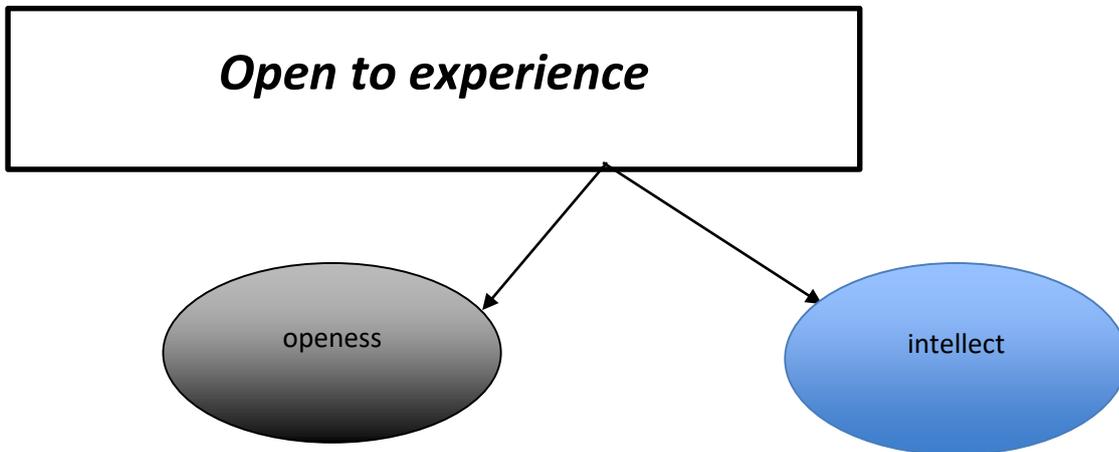


Figure 04: the category of open to experience

Open to experience characteristics:

- Tend to be involved in a lot of fantasy
- They add imagination to make things more interesting to get a better experience
- They are more oriented toward factual information
- High interest in art
- Good access to their feelings
- Tend to be more expressive with feelings
- Trying new activities
- Tend to be more oriented toward traveling and experiencing different things
- They do not like routines and things that are familiar
- Like intellectual challenges
- Like puzzle

1-2-5-Neuroticism:

Neuroticism is something very common among humans. It is like a reaction mechanism by the body that signals a bad

situation experienced by the individual. It is like anxiety. The feeling of anxiety is to feel pain. It prepares the body for things that hurt. Neuroticism is an evolution mechanism. And because of insufficient adaption efficiently to modern society. It means that is quite prevalent among us. In a simple way, neuroticism refers to negative emotions.

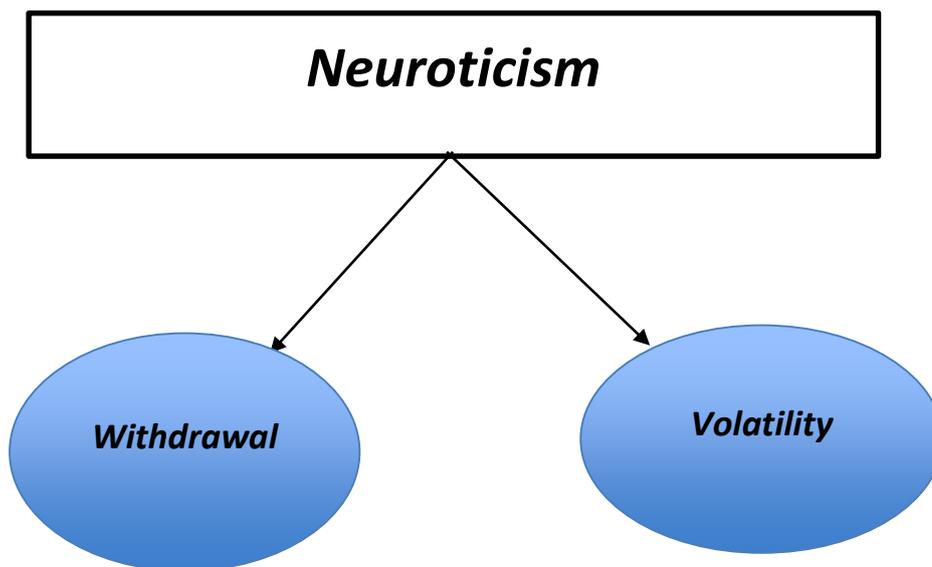


Figure 05: neuroticism types

Both facets of neuroticism are related to negative emotions and how the individual deals with them. In the case of withdrawal

Withdrawal people internalize negative emotions. This describes people who are anxious, depressed, worry about things, get easily discouraged, become overwhelmed by events, and in general keep their psychological pain inside them

Volatility:

The individual externalize negative emotions, this describes people who are touchy, easily offended, easily irritated, and demonstrate externally their response to negative emotions

Neuroticism Characteristics

- Negative emotions dimension, people score high in anxiety
- Panic, specific phobia, tension, nervousness
- Angry hostility
- They have an aversion when situations do not seem to be on their way
- They are sensitive to be treated fairly
- They do not feel better when they feel they are cheated
- They may not appear angry to an observe
- Tend to be discouraged and sad
- They experience difficulty with starting tasks

The big five dimension schema

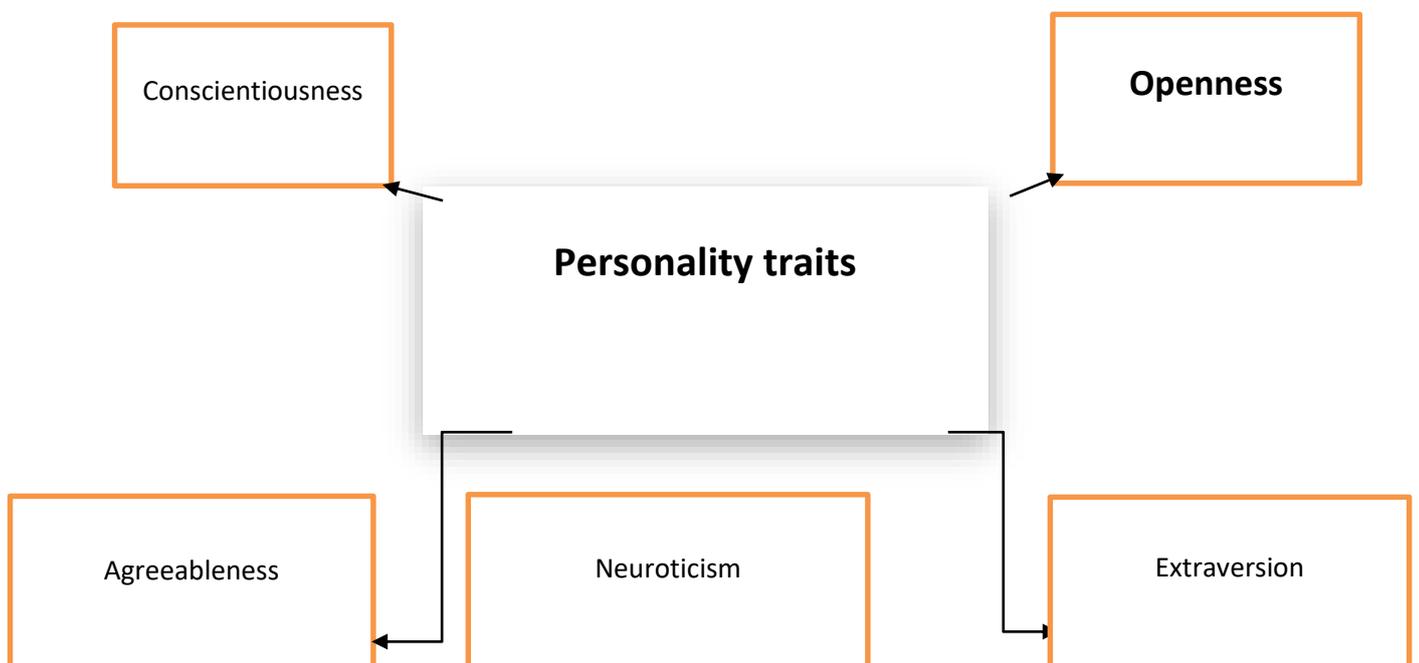


Figure 06: the big five traits

1-2-3-Factors influence personality development:

There are different factors that determine the development of personality, some of these factors are mentioned below:

1. Physique:

People differ in their physiques in different ways some people have muscular, others do not. Another is skin, tall. Whereas others are thin this variation in physical appearance accounts in the development of the different behavioral patterns. Personality happens to be such a system that combines two qualities: type psychological and physical. The shape of the body, the height, the weight, and the nature of glandular that is responsible for the function of the hormone in the body system

Physical appearance is the first thing that attracts our attention; an attractive appearance helps to create self-confidence, self-reliance.

The social aspect of the individual environment affects personality in a very striking way. Crore states that individual personality is influenced more by the reaction of other people. This factor consists of sub-factors that shape the social aspect

The kind of family that a person belongs to, the way of parents treat, and act. All these things impact the person's personality. When a person comes from a lovely family, respectful, forgiveness, peaceful, mutual understanding personality developed as well. For instance, self-confidence, and gain a very secure personality. On the other hand when a

person does not give the opportunity to exercise his independence or use his initiative and overprotected. His personality developed a dependent, regressive discipline will result in rebelliousness and selfishness

In addition, when a person comes from a family suffering from conflicts, disharmony, no mutual understanding, those children tend to be revelers, herbal, and any person disturb them their reaction will be weird.

Psychosexual Development

Sigmund Freud is not only one of the most famous thinkers in the field of personality development, but also one of the most controversial thinkers. In his famous theory of stages of sexual psychology, Freud proposed that the stages of personality development are related to specific sexy zones. Failure to complete these stages will lead to personality problems in adulthood

Structural Model of Personality

Freud not only theorized how personality develops through childhood, but he also constructed a framework for how personality as a whole. According to Freud, the basic driving force of personality and behavior is called libido. This libido energy drives the three components of personality: id, ego, and superego.

Id: This is the aspect of personality that exists at birth. It is the main part of personality and drives people to meet their most basic needs and impulses.

The ego is the aspect of the personality in charge of checking the impulses of identification and forcing it to behave in a realistic way.

The superego is the last aspect of personality. It contains all the ideals, morals and values that our parents and our culture permeate. This part of the personality tries to make the self-act in accordance with these ideals. Then, the ego

must adjust between the original needs of the id, the idealistic standard of the superego, and reality.

Despite the lack of support from many scholars and considerable suspicion, Freud's concepts of id, ego, and superego have gained prominence in popular culture. According to Freud, it is the three elements of personality that together create complex human behavior.

2-Academic achievement:

Academic achievement refers to the student degree of achieving learning goals, and it measured through test or exam and differ from student to another. Kell (2013) states that academic achievement is the formal educational experience. Moreover, there are several concepts behind academic success; like educational quality which plays a significant role in promoting the proficiency of academic performance by providing appropriate materials that fit teaching and learning process needs. In addition, designing curriculum according to teachers and the student's need..

Learning English as a foreign language may seem difficult for some students and easy for others. Although they learning with the same teacher and the same classroom, and the same materials but the result differ from person to another. This variation is the result of different personality traits that describe individuals.

Different students meet in the same classroom with different thinking, desire, culture, age, gender, and emotions. These features vary from one student to another and appear during the discussion, classroom activities, and the way of treating their classmates. For example, students who score high in extraversion are more likely to enjoy working in a group and talking loudly, which enhance their speaking skills. Whereas, introverted they do not like talk too much and participate within the group. They prefer working alone and they are good at writing more than speaking. Thus,

personality traits have an essential role in promoting academic achievement.

Furthermore, according to the previous studies the big five traits effects students' academic success.

3-The relationship between personality traits and academic achievement

Learning English refers to learning four elements; reading, speaking, listening, and writing. First of all, conscientiousness traits have a strong relationship with academic performance and it considers the best predictor. Conscientious Students tend to be industrious, making schedules, they are leaders and reliable. Moreover, they are highly organized, hardworking, they tend to be more motivated to achieve as well.

On the other hand, neuroticism has a negative relationship with academic achievement but it is useful from time to time. According to some studies, there are few numbers of neurotic students who achieve a high score. While the majority of the previous studies find out that neuroticism traits affect negatively both students and their academic success. The main reasons behind these findings are the high level of anxiety and other negative emotions that students suffer from during tests, exams, and classroom activities. Which reduces the ability of learning. Neuroticism trait correlates with the stress level, students more anxious focus on their emotions which decrease their academic achievement because of strong anxiety feelings that affect memory, conscientiousness, self-confidence, and abilities. Although neuroticism characterized by negative emotions can impact positively students success. Due to the high level of conscientiousness and self-effectiveness, both concepts change the relation that has been mentioned. When students believe in their self-confidence will increase in a negative way which decreases their academic performance.

Furthermore, openness traits have a strong relationship to academic success. Openness students who are open to experiencing and learning different languages with mastery through their active imagination and inner sentiments. They are also interested in learning new things, such as new books, other reading materials, vocabulary, general knowledge, foreign cultures, and ways of living. People who are open to new experiences are more likely to be politically liberal and tolerant of diversity, to be open to new ideas, to be ready to learn new things, to read widely, and to be willing to acquire languages to broaden their horizons.

Besides, extraversion is characterized by positive feelings, assurgency, and the tendency to search and investigate. They are friendly, enjoying working in a group. Vedel (2017) states that extraversion has no clear relationship toward academic achievement. On the other hand, Ramyashilpa (2020) who find in his research that there is a negative relationship between extraversion and academic success.

The last trait is agreeableness, agreeable people show more altruistic behavior. They are generally considerate of their peers, kind, generous to the disadvantaged, and willing to help those in need. Furthermore, pleasures are not always beneficial. While this can help a person working in a group, it is less useful for people engaged in tasks of a conflicting nature. For example, a teacher who is trying to earn the respect of students in the classroom may need to persuade them to follow their instructions instead of compromising with them.

To sum up, life is balance; the whole world is built on balance which is the key in establishing systems of beneficial order both within ourselves and within society as a whole, distrusting balance may cause a person or social group to go astray and lose themselves. Understanding personality is the process of becoming aware of who different we are and how different personality traits are favoring our lives.

Chapter two:

Data Analysis and Interpretation

2 Chapter two: Data analysis and interpretation

1. Introduction

This chapter will focus on the explanation of the research effort as well as practical issues. In actuality, the researchers will try to investigate the three hypotheses mentioned in the general introduction. As a result, students are tested to assess how well they understand the theoretical framework given in the literature study in the first chapter. This chapter will go over the data collection strategies in detail, starting with the study's nature, followed by the research design and methodology, and finally the sample. Following an explanation of the research methods and data collection procedures, the next step is a qualitative and quantitative analysis of the findings, which is obtained with the help of the two (02) instruments used in this investigation to assess whether or not the sample is aware of the effects of student personality traits on their academic achievement.

2-Research objectives

The purpose of this study is to look at the impacts of students' personality qualities on their academic accomplishment to improve students' achievement and participation in EFL

classrooms at Saida University's Faculty of Letters and Languages' English subject of Didactics. The important objectives of this research include identifying the main factors for EFL learners' personalities and assisting second master EFL learners in overcoming all of the obstacles they have when learning the English language to be involved and actively participate during the course. The responses of EFL students and teachers to the topic were taken into account to conduct a thorough investigation of the study.

3- Population of the study

The current research is carried out at Dr.Moulay Taher, Saida, Algeria. The research took place in the academic year 2020/2021 the population of the study consists of (32) master two EFL students which were chosen randomly. This sample was selected because students expected to be familiar enough with personality traits and academic achievement.

3-1-Learners' Profile

Learners involved in this study were second master EFL students in the English department at the University of Dr.Moulay Taher – Saida. From a population of (95) learners a sampling of (32) learners was chosen randomly to participate in this research. The gender and age range factors were not taken into consideration in the study. The respondents participated in the study by answering questionnaires that help gather necessary information. Master two year EFL learners were chosen as the population of the study because they have experience which means that they are more likely to face difficulties and problems coping with the personality traits. Giving opportunities to master two students to express their opinions and thoughts help to collect reliable data which is a key point of research accuracy

4-Research Instruments

Two research tools were used to gather authentic data needed and to collect learners' points of view and thoughts and to show the effects of students' personality traits and their academic achievement. This study was conducted by the application of two different research tools which are questionnaires and classroom observation. The questionnaires were formulated and addressed to master two EFL learners. In addition to the observation of the teaching and learning processes.

4-1- The questionnaire

The questionnaire is a popular research tool for collecting data. Includes a series of sampling questions to obtain relevant information. Nunan (1992) defines questionnaires as the tool most used by researchers to collect data elements; allows researchers to collect information from a large population in short time rates are agreed.

4-2- Classroom Observation

Classroom observation is another data collection tool; it is a direct survey tool that helps to collect relevant real information and characteristics about teaching and learning situations. According to Berger (2010), observation is a survey technique and provides research opportunities for studying individuals in real life.

Classroom observation is the process of gathering information through observation and analysis of the teaching environment, including course content and behavior patterns of teachers and students. It strengthens and ensures the collection of reliable and relevant data and a better understanding of teaching conditions, leading to accurate and successful surveys.

5-Data Analysis Procedures:

Mixed techniques and methods have been used for data collection and analysis in this study. In this survey, quantitative and qualitative methods were carried out to achieve precise results. According to Dornyei (2007), there are two independent stages in the data analysis process, namely the qualitative and quantitative stages; it is a mixture of the two methods in the interpretation stage.

Since pieces of information were collected, qualitative methods were used to explain the results of classroom observations. On the other hand, for the questionnaires of master two EFL students, the results of questionnaires were quantitatively analyzed and presented in the form of charts and departmental charts. , Table, etc.

6- Description of Learners' Questionnaire

The questionnaire was addressed to master two EFL students at the English department at Dr. Moulay Tahar University- Saida, from a population of (90) learners, a sample of (32) students were chosen randomly to participate in this research and answer the questionnaire. It aims at obtaining learners' opinions and thoughts concerning the reasons behind their academic achievement and personality traits. The respondents were very collaborative, they

have answered all the questions formulated in the questionnaire. The Questionnaires were composed of 15 items, 3 per personality domain and it is completed in paper-pencil format and used to measure the Big Five personality mains of Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. Participants had to rate themselves on a 5-point Likert-type scale ranging from 1 (disagree) to 5 (agree), according to how precisely each statement describes them.

6.1 Analysis of Students' Questionnaire:

As mentioned above, the questionnaire is for master two EFL students from Dr. Saida's English Department at Moulay Tahar University. Along with the (38) study participants, thirty-two (32) participants are randomly selected to answer the questionnaire includes the interpretation and the analysis of the questionnaire for students of English as a foreign language. The questionnaire takes from IPIP (International Personality Item Pool) which consists of 50 items including (openness, conscientiousness, extraversion, agreeableness, and neurotics) was developed by Goldberg. The questionnaire is available at the official website <http://ipip.ori.org>.

7.1 Section One: personality traits (extraversion):

1. Statement 01: I'm the life of the party

Master two EFL learners answers this statement, their answers are in the table bellow

Table 01: Master two EFL Learners' Rates the First Statement

Options	The number of students	Percentage
Disagree	04	12.5 %
Slightly disagree	04	12.5 %
Neutral	09	28.125 %

Slightly agree	11	34.375 %
Agree	04	12.5 %

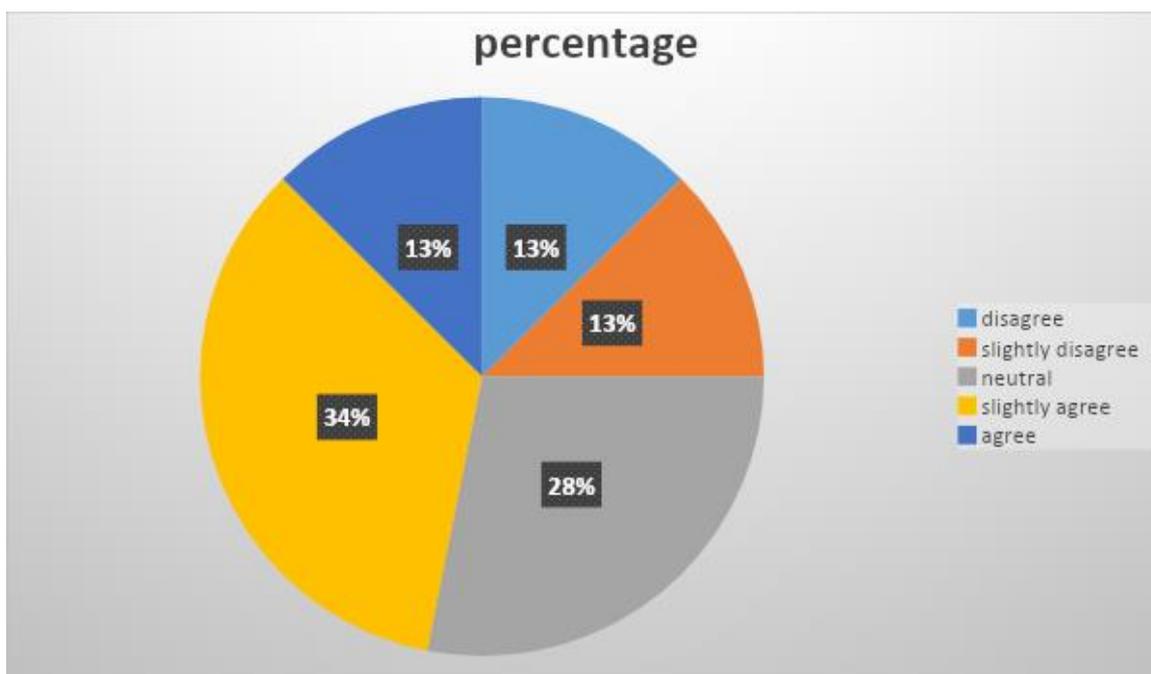


Figure 07: The Participants Rate the First Statement From the First Section

The result shows that (34%) of master two EFL learners are slightly agreed, (28%) of them declared that they are neutral and (12.5%) of the learner had selected slightly disagree. Whereas, (12.5%) of the learners disagreed and the rest of the learners (12.5%) agree. It is noticeable that half of the learners agree and slightly agree and a quarter of the learners (25 %) disagree and slightly disagree about the first statement.

Statement 02: don't talk a lot:

Participants were to rate themselves according to the second statement. As it is mentioned in the graph below 18.75 % disagree. Whereas, 25 % agree. In addition, 6.25 % of the learners are slightly agreed and 9.375 % slightly disagrees. Moreover, 40.625 % are neutral

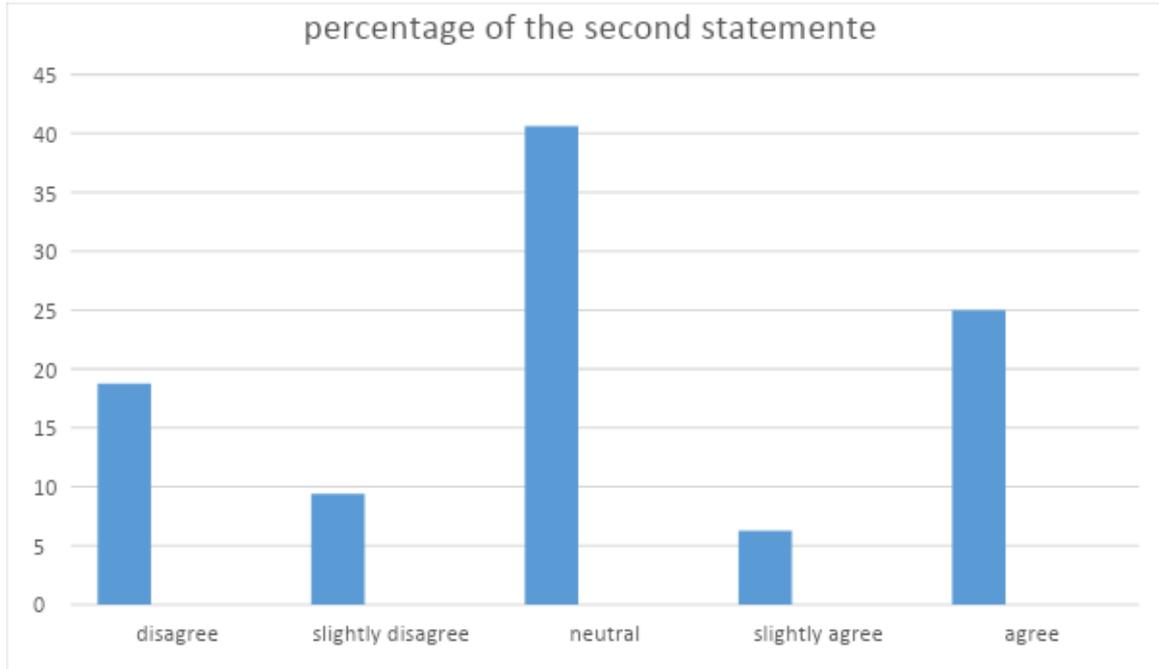


Figure 08: The Participants Answers the Second Statement from the First Section

Statement 03: Talk to different people at parties

The statement aims at knowing if the learners are enjoying talking with others, sharing information, and doing collaborative work. The results are formulated in the following graph.

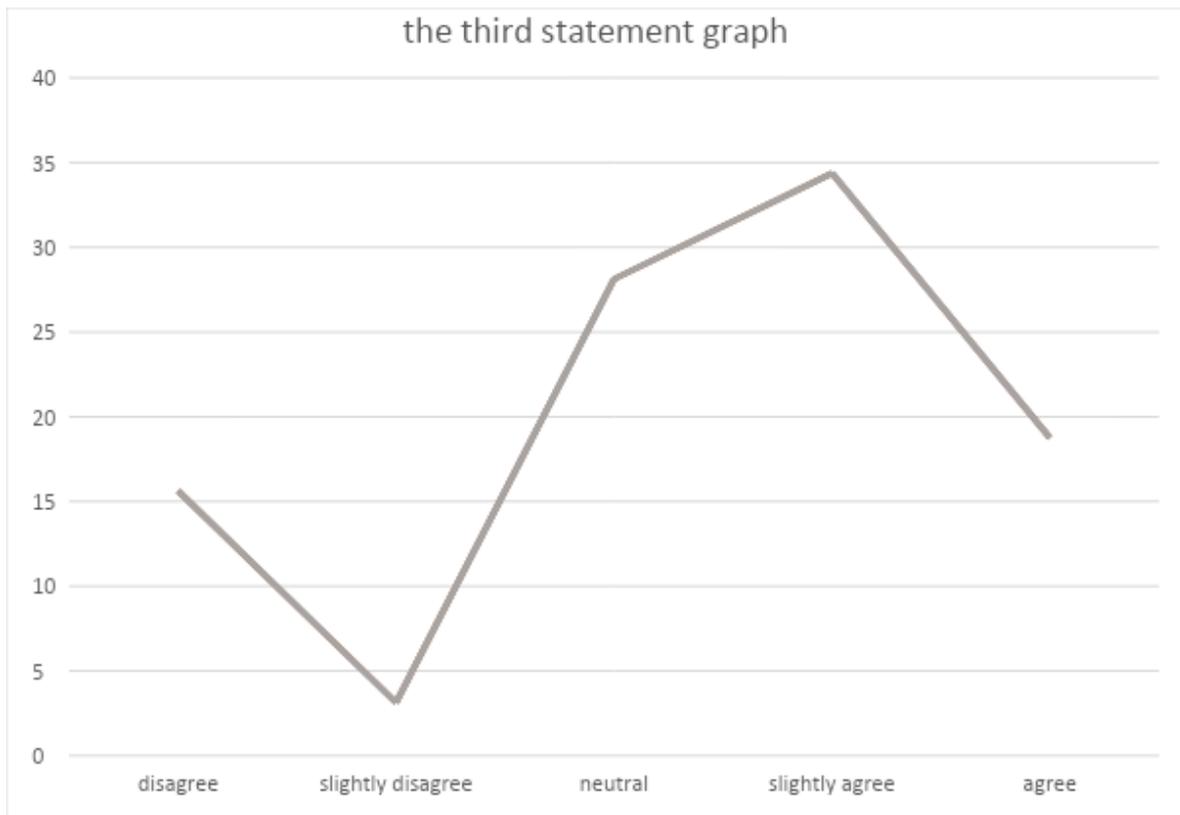


Figure 09: The Percentage of Participants in the Third Statement from the First Section

From the curves above it is noticeable that 15.625 % of the learners disagree and the percentage is gradually decreasing until 3.125 % which refer to the participants who slightly agree than it is gradually increasing to 28.375 % the neutral learners and continue increasing to reach a higher percentage of the slightly agree learners than it is back to decrease to reach 18.75 % (learners who rate agree).

Section two: Agreeableness statements

Statement 01: I am not interested in other people problem

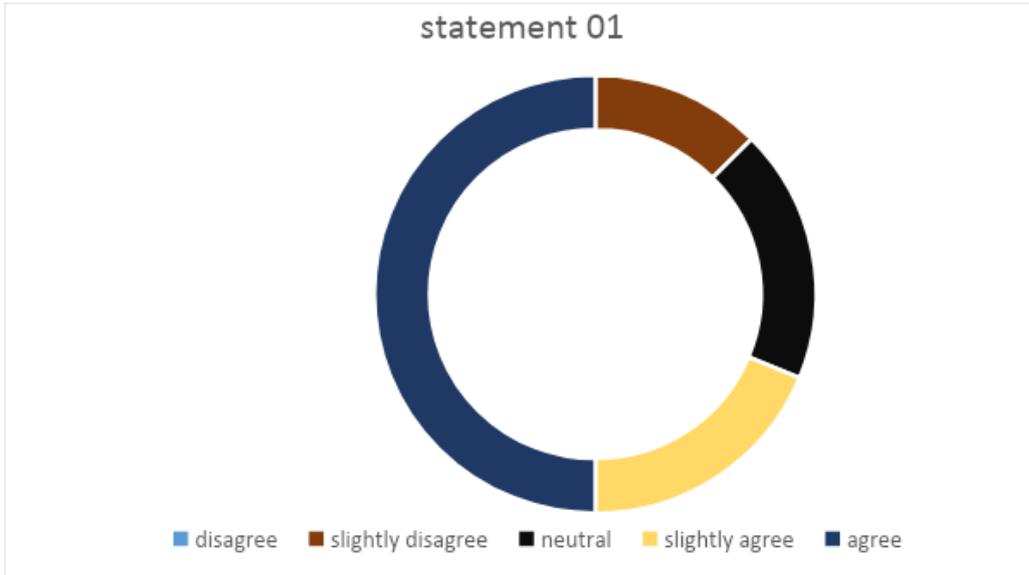


Figure 10: The Participants Rate the First Statement from the Second Section

The answers of master two EFL learners about the first statement. Half of the students agreed 50 % whereas none of them disagrees with 0 %.in addition, there is the quality of percentage between neutral and slightly agree 18.75 % and 12.5 %are slightly agree.

Statement 02: feel others emotions

Table 02: The Percentage of Student’s Answers

Options	Students number	Percentage
Disagree	07	21.875%
Slightly disagree	07	21.875%
Neutral	05	15.625
Slightly agree	06	18.75%
Agree	07	21.875%

The percentages of the options disagree, slightly disagree, and agree are the same 21.875 % then it is decreasing to 18.75% for the students who slightly agree until the neutral students with 15.625 %

Statement 03: I’m not interested in others

The statement was addressed to two EFL participants to know if students have curiosity or not. The majority of the students were neutral 65.625%. Moreover, the same percentage to slightly disagree and slightly agree to 6.25% .on the same hand just 3.125% agree.

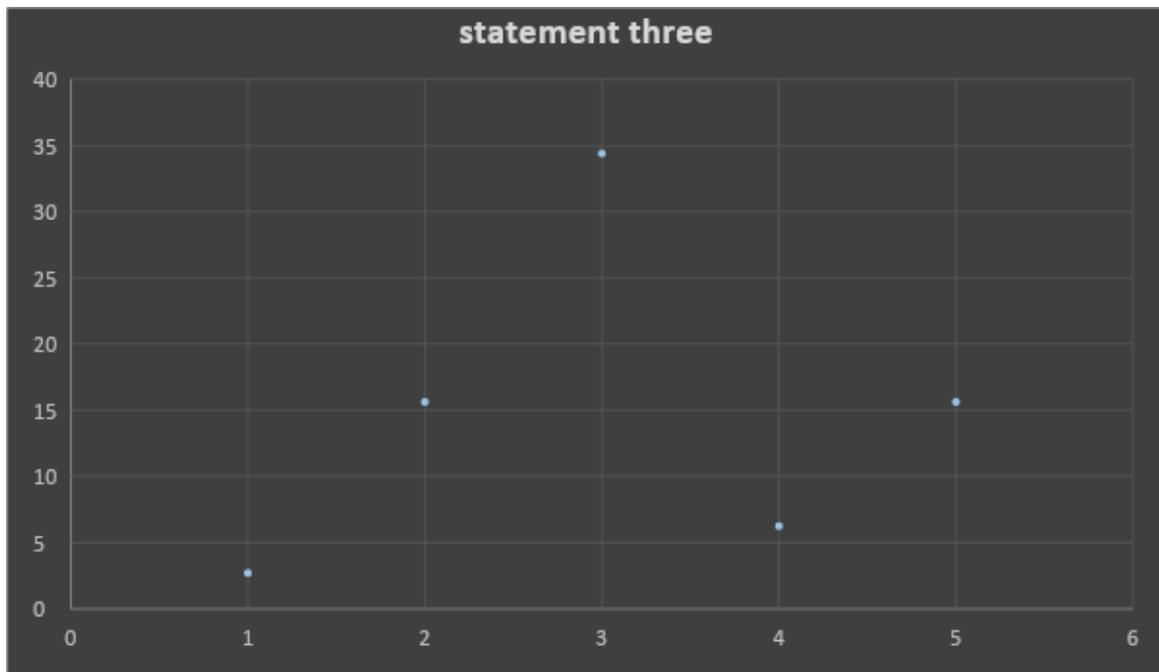


Figure 11: The Participants Answers the Third Statement from the Second Section

Section three: Consciousness

Statement 01: Often forget to put things in a proper place

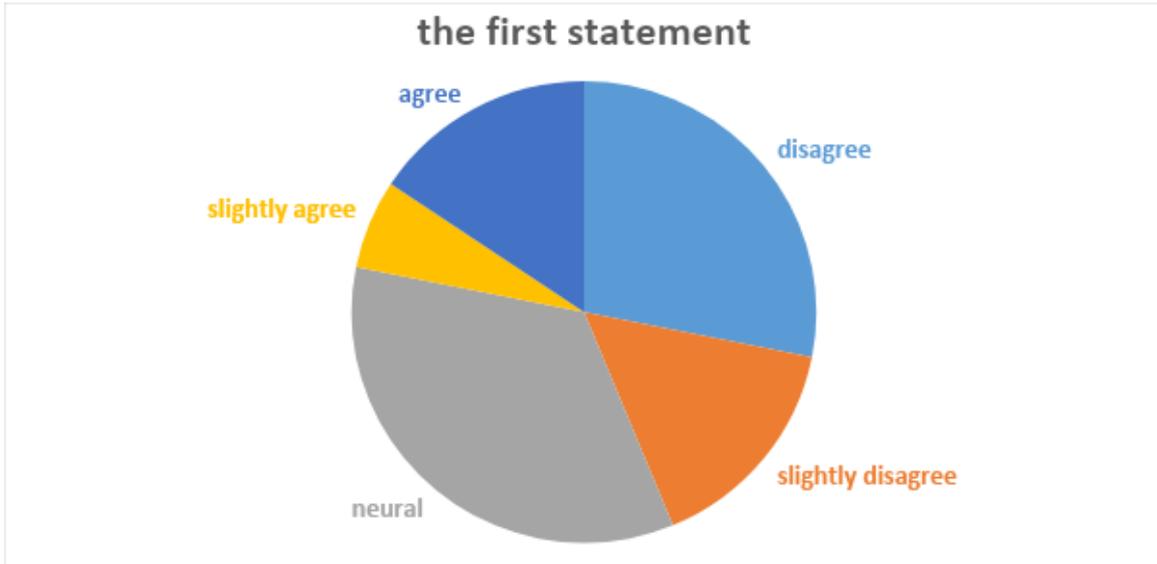


Figure 12: The Participants View the First Statement from the Third Section

It is noticeable that the percentage of neutral (34.375) is higher than the percentages of the other options. While the slight agreement was the lower estimate of 6.25 %. 15.625 % is the percentage of people who slightly disagree and agree. The last one is the rate of disagreeing which is estimated at 28.125%.

Statement 02: like order

The master two EFL students were asked about the second statement to achieve the hidden idea which is if they are enjoying asking or how they feel if someone requested them. The results mention below

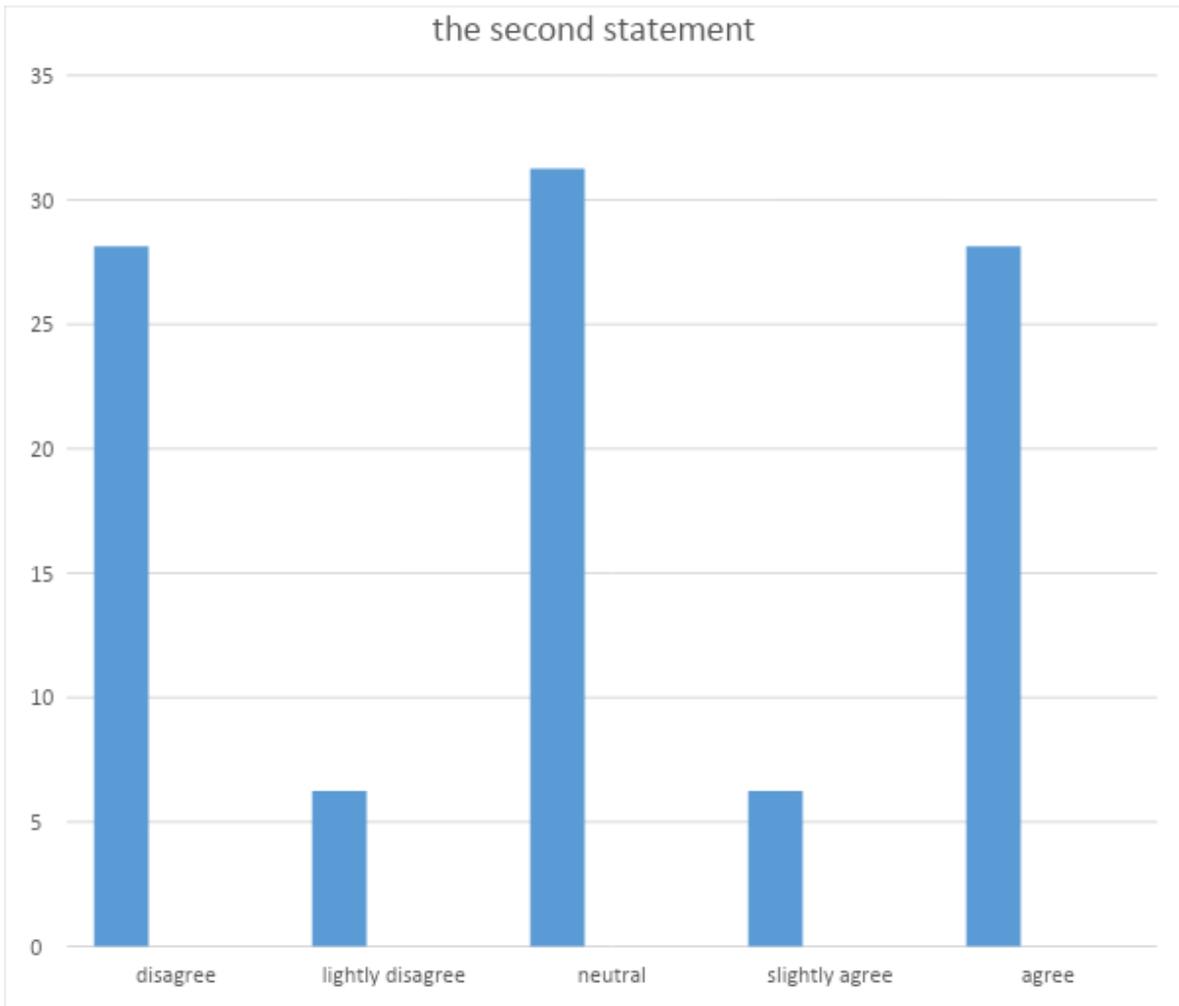


Figure 13: The Percentage of Participants in the Second Statement from the Third Section

The figure above represents the students' rate of the second statement of consciousness. It is noticeable that there is a quality in the percentage of agreeing and disagrees estimated at 28.125% .in addition the equality appears in the percentage of slightly agree and slightly disagree estimated at 6.25% .on the other hand, 31.25% of the participants were neutral

Statement 03: Make a mess of things

Table 03: The Third Statement Rate from the EFL Master Two Students

Disagree	9	28.125%
Slightly disagree	4	12.5%
Neutral	9	28.125%
Slightly agree	5	15.625%
Agree	5	15.625%

The table shows that 28.125% of the students are disagreeing. Whereas 15.625% agree. On the same hand 12.5% are slightly disagree and 15.625% are slightly agree and 28.125% are neutral

Section Four: Neuroticism

Statement One: Seldom feel blue

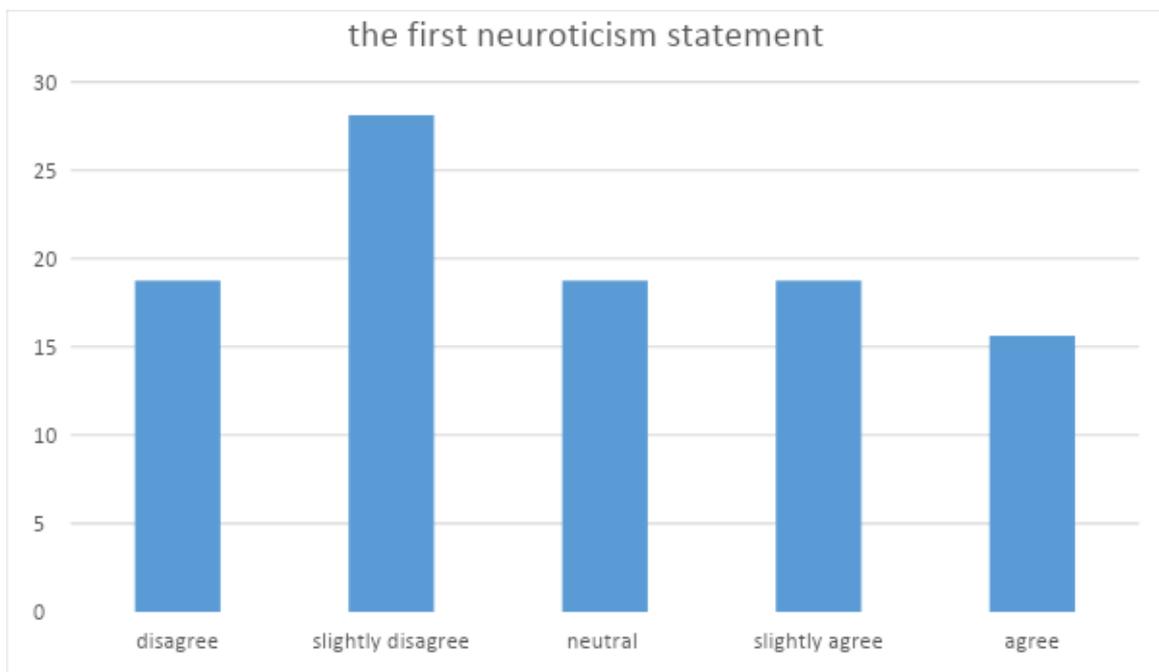


Figure 14: The Participants Rate the First Statement from the Fourth Section

The graph above represents the EFL learners' rate about the first neuroticism statement. It shows the majority of the learners are slightly disagree estimated at 28.125%. Whereas, 18.75% disagree and 18.75% slightly agree and 18.75% neutral. Neuroticism enhance percentage repeated on the three options .on the same hand, 15.625% agree

Statement 02: Get upset easily

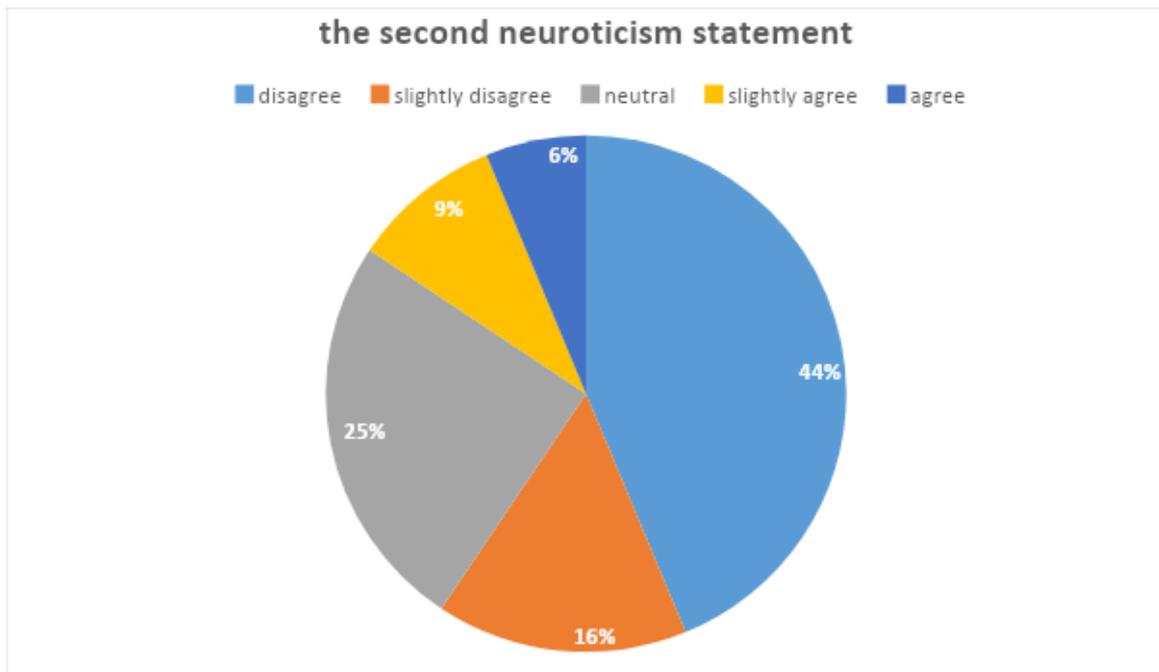


Figure 15: The Participants Rate the Second Statement from the Fourth Section

The pie chart shows the students' rate for the second neuroticism statement. Almost 44% disagree. On the same hand, 25% neutral and 15.625% slightly disagree. In addition, just 9.375 % slightly agree and 6.25 % agree

Statement 03: I' am relaxed most of the time:

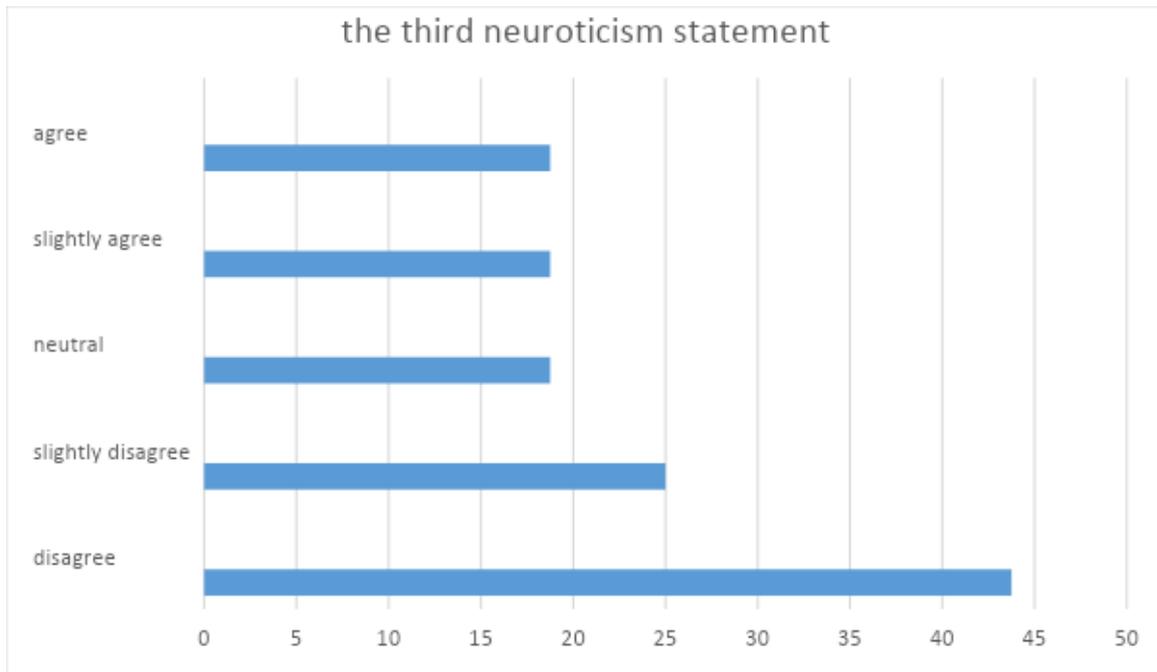


Figure 16: The Participants Point of View the Third Statement from the Fourth Section

The majority of learners disagree with estimations, as shown in the graph above, with 43.75 percent disagreeing. In addition, 15.625 percent disagree slightly and 25% are neutral. Furthermore, 9.375 percent agree slightly and 6.25 percent agree completely.

Section five: openness

Statement 01: have a vivid imagination

The figure below represents the students' answers about the first openness statement 21.875% disagree and 12.5% are slightly disagreed .on the same hand, the majority of the students 43.75% are neutral and 9.375% are slightly agreed .also 12.5% are agree

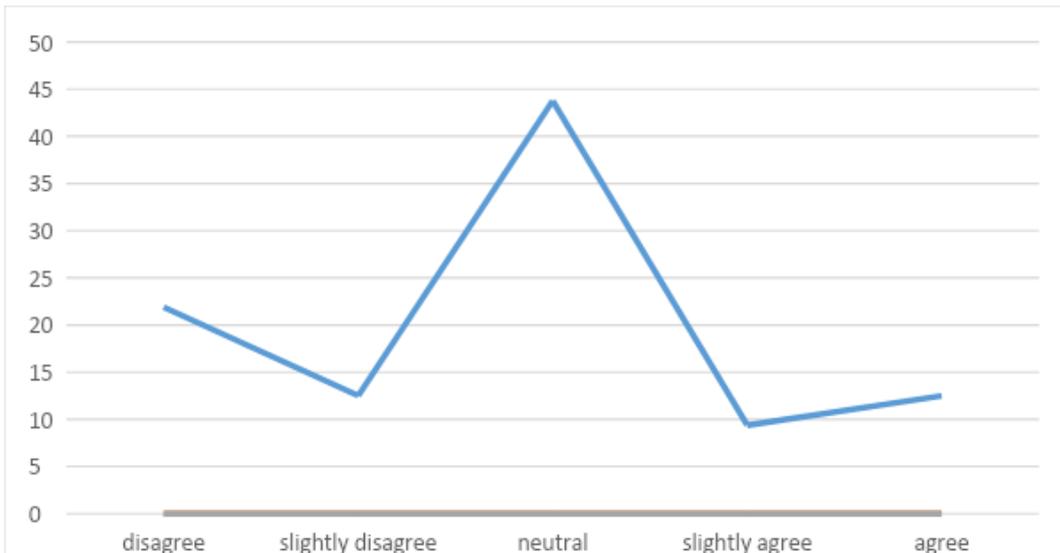


Figure 17: The Participants Opinion the First Statement from the Fifth Section

Statement 02: do not have a good imagination

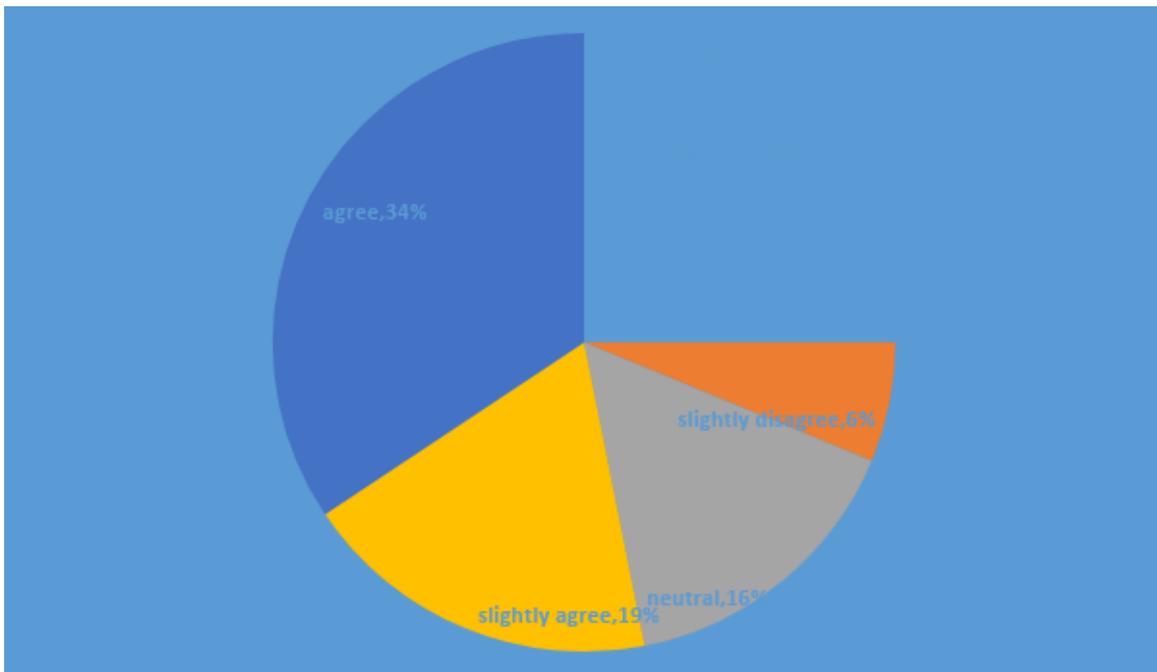


Figure 18: The Percentage of Participants in the Second Statement from the Fifth Section

The figure above represents the students' rate, the second statement of openness. 25% of the students disagree and 34% agree. In addition, 6% slightly disagree and 19% slightly agree. Moreover, 16% neutral

Statement 03: I' am not interested in abstract ideas

The figure below represents the third statement rating by students. 34.375% agree and 31.25% slightly agree. On the other hand, 3.125% slightly disagree and 3.125% disagree. In addition, 28.125% neutral.

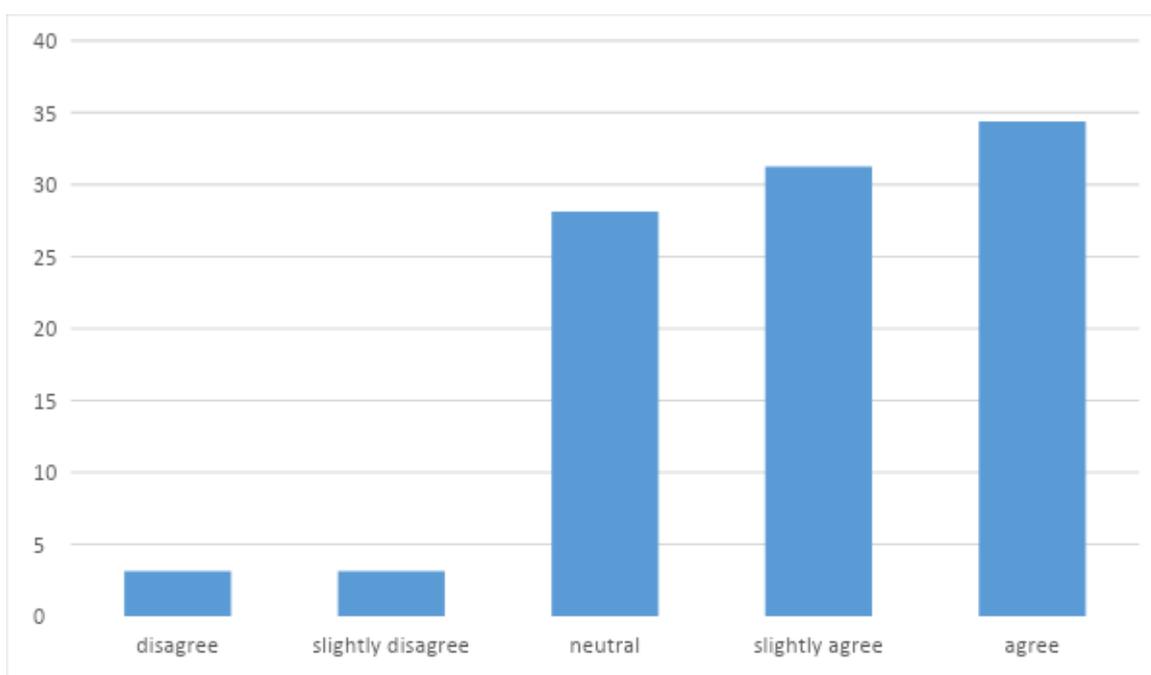


Figure19: The Percentage of EFL Learners Answers about The third Openness Statement

Table 04:The Total Result of The Big Five Personality Traits :

The big five traits	Students number	Percentage
Openness	04	12.50 %
conscientiousness	11	34.375 %
Extraversion	06	18.75 %
Agreeableness	02	6.25 %
Neuroticism	09	28.125 %

Table 05: The Total Percentage of The Big Five Traits of Master Two EFL Students

The table above represents the percentage of the big five traits of the EFL students. It is noticeable that the majority of the learners are conscientiously estimated at 34.375%. Moreover, 28.125% are neurotic. Furthermore, few of the learners are Agreeableness is estimated at 6.25%. In addition, 12.50% are openness and 18.75% are extraversion

Interpretation of students' questionnaire:

Personality traits vary from person to person. Extraversion attributes statements are shown in figures 01, 02, and 03, and table 04 shows that six students out of 32 have an extraversion rating of 18.75 percent. The second feature, on the other hand, is agreeableness statements, which are illustrated in figures 04, 02, and 06, respectively. Table 04 shows that two students are agreeableness evaluated at 6.25 percent. Furthermore, conscientiousness is the third quality, as seen in figure 07, figure 08, and table 03. Table 04 shows the final proportion of these attributes, with eleven students scoring 34.375 percent for conscientiousness. Figures 10, 11, and 12 show the percentage of each of the three claims of neuroticism, which is the fourth attribute. Table 04 shows that out of the total number of neuroticism pupils, nine students have a neuroticism rating of 28.125 percent. In addition, the fifth feature appears in three separate phrases in figures 13, 14, and 15. Table 04 demonstrates that four students, or 12.5 percent of the total, are neuroticists.

Description of the Classroom Observation:

In a foreign language classroom, EFL learners' academic achievement. In our research 32 students were divided according to their personality into five groups, each group representing one of the traits.

Group A: Openness Students

They are open-minded, treat new things with curiosity, and tend to look for new things. They tend to pursue new adventures, experiences, and creative endeavors. They are also very good at thinking and make connections between different concepts and ideas.

Group B: Conscientiousness Students

Students performed well academically as they are organized in their studies, working to study plans and regularly completing their homework and further reading. Also, learners performed well in work as they are most likely to take pride in their work and pay attention to detail. Also, they take notes, keep their promises, and show up on time. They engage in self-care through exercise,

Group C: extraversion

Students are very active and do not feel at all tired, they involve a lot of physical movement and power. Moreover, they offer help or supporting others and trying to get the attention of their classmate

Group D: agreeableness

Students in group d enjoying working together towards achieving a common goal, Trusting others .in addition, forgive easily, serving others and taking care of them have excellent social skills, enjoy group interactions, shows affection easily

Group E: Neuroticism

Students in group C are suffering from anxiety and depression, they are also characterized by feelings of uncertainty regarding one or more aspects of the self .moreover, and they have negative feelings

Interpretation of classroom observation:

Classroom observation shows that there is a relationship between personality traits and academic achievement, each personality may affect positively or negatively the students' behaviors in the classroom which enhance or decrease the opportunities to get a high score. Personality traits consist of five traits, first of all, openness and conscientiousness have a strong relationship to academic achievement. Also, extraversion has a strong relationship with academic success even though students with extraversion have weak reading skills, they do not achieve high scores like conscientiousness and openness students. Moreover, neuroticism students' characteristics include negative emotions and high levels of anxiety. In this observation, two neurotic students are from the promotion major, and they get high marks in all the modules. Also, they have good communication skills and reading, speaking,

questions and writing. Moreover, they feel so tired during the exams because they are hardworking before, this affects their health negatively.

Conclusion:

This part of the research was devoted to analyze and interpret the results of both Questionnaires and the classroom observation. It sheds light on the effects of students' personality traits on their academic achievement. The outcomes were interpreted using both quantitative and qualitative methods. The following chapter will provide some Tentative solutions that will help EFL learners to understand the big five traits to achieve academic success.

Chapter three:

Suggestions and recommendation

Chapter three: Recommendation and Suggestions

Introduction:

Following the analysis and interpretation of the questionnaire and classroom observation results in the previous chapter, this chapter focuses on the offered recommendations based on the research questions results. This study could help other instructors better understand how students' personality qualities affect their academic performance. The current research chapter attempts to instruct EFL students and teachers on how to deal with various personalities in the classroom. This study method is not only concerned with teachers and students, but also with educational institutions. Participants in this study discovered that there is a relationship between personality traits and academic achievement. Moreover, conscientiousness has a consistent relationship with academic success, openness and extraversion have also a positive relationship with academic achievement. On the other hand, agreeable students have a weak relationship. Whereas neuroticism seems to be effective even though it is a combination of negative feelings and emotions, students get a high level of academic achievement. On the same hand, teachers play an important role in improving student academic achievement by using different activities that cope with all the personalities. This method enhances student performance, students find themselves learning in different methods during the class, and they may enjoy the course and even their teachers

The research findings indicate an urgent need for change in the kind of materials and activities used during learning and teaching at the University of Saida for the sake of

promoting student academic achievement. The suggested recommendations below are for assistant teachers and learners for efficient learning and teaching processes.

Implication for teachers to enhance students' academic achievement:

Teachers play a significant role in creating an environment that promotes learning, increases student academic accomplishment, and enhances academic performance. To boost students' academic performance. First of all, teachers should pay attention to the students' personalities which differ from a person, these variations of the students' personality traits need appropriate materials, different subjects, different teaching styles that cope with all the students' abilities to learn and achieve a high level of academic achievement. Furthermore, a teacher should assist his pupils by employing a variety of strategies and methods that can affect all students' perspectives, so increasing their interest in the course. Students will be more engaged and motivated as a result of this. Teachers are perplexed about how to explain the differences in personality qualities across students. As a result, teachers need to employ a variety of tactics, including creativity and imaginative thinking to explain various subjects and guarantee that pupils comprehend what is being taught. Furthermore, students experience several hurdles and problems throughout their academic lives that necessitate problem-solving abilities. In this case, a teacher should give future solutions to his students or give them a problem and ask them to give a solution to enhance their confidence, decision-making, and the ability to tackle different unexpected situations. In addition, critical thinking, the way a student thinks, affects his study experience by using logical ideas, explanations, and facts. When the teacher gives his students the correct way of thinking by using relevant arguments and evidence this increases their educational level and they will give logical explanations based on relevant facts. Nevertheless, teachers' reflection means to have a look at what you do in the classroom, this helps the teacher to be closer to his students by analyzing and evaluating the previous course.

To sum up, teachers should pay attention to students' personality traits and give each category its right by using different teaching styles, different materials. On the same hand, the strong relationship between the teacher and the students enhances students' ability to learn which gives a good result in academic achievement.

Implication for students:

Personality traits differ from one student to another due to many facts; genetics, environment, and previous experience. Which affects positively or negatively their academic achievement. First of all, to achieve high academic achievement, students should pay attention to their behaviors, emotions, thoughts, and so on. During the course, students sit in the same classroom with the same teachers and the same materials but it differs when it reaches the students' understanding, some understand easily, whereas others take time. This variation makes the teacher's job difficult. Teachers try to facilitate knowledge and education in general, students' role is to help the teacher by controlling their stress, anxiety, emotions, behaviors and the most important is the relationship between their classmates and teachers which lead them to build an appropriate atmosphere to help both students and teacher to achieve good results. The most important is that the more students are motivated the more they achieve a high level. For this reason, students should encourage themselves and their classmates which create a strong relationship based on effective collaboration to help each student to enhance motivation that gives sufficient results. In addition, here are some suggestions for academic achievement:

- 1- Attendance to lectures
- 2- Early revision

- 3- Prioritization of learning needs
- 4- Deep learning
- 5- Learning in small groups
- 6- Learning with patience
- 7- Time management, family support
- 8- Motivation
- 9- Expected examination results are an important driver of high academic achievement

Implication for the institution:

The institution has a big importance in academic achievement in designing the curriculum which is considered as a guide for the teachers and the students. Moreover, dividing students groups and providing materials. Here are some suggestions for the institution to enhance academic achievement

- 1- Reduce the number of students in the classroom
- 2- Take into consideration teachers opinions and suggestions when designing a curriculum
- 3- Provide the universities with the necessary materials

- 4- Organize seminars that help the teachers share their shortcomings and exchange their personal experiences with other teachers.

Conclusion:

As a conclusion, in the third chapter, the implications for teachers, students, and institutions were demonstrated, and some pedagogical solutions and recommendations were suggested to enhance students' academic achievement. Creating an appropriate atmosphere by the good relationship between the teacher and the students and a good learning environment has a significant role in students' academic achievement. Moreover, personality traits characterized each student by unique behaviors, thoughts, and experiences. For this reason, students should pay attention to their attitudes to create a respectful atmosphere that gives motivation for both teachers to give full information and for the students that will raise their interest and motivation during the course. As teachers and students affect academic achievement, the institution also plays an important role by designing the curriculum, dividing students groups, and managing time table, which affects tables traits positively or negatively to academic achievement.

General conclusion

General conclusion:

The research study has investigated the effects of students' personality trait on their academic achievement, the case of master two EFL learners. It focused on identifying the big five dimensions (openness, extraversion, conscientiousness, agreeableness, neuroticism) and their effects on academic achievement. Conducting such an investigation and dealing with such a topic is important as its ultimate aim is to show the importance of personality traits towards academic achievement.

After the research was conducted at master two EFL students of UNIVERSITY MOULAY TAHAR –SAIDA-, the major findings were summarized as follows. First, according to the result of the IPIP Big five Questionnaire, the most type of master two EFL students' personality traits was conscientiousness. Then, the result of classroom observation indicated that there is no sign of personality traits affects academic achievement. It is indicated if Th-semester that the students' personality traits show to the social more than to the academic achievement. It means that this research show in investigating the effects between personality traits and academic achievement there is no correlation between them. Other factors such as intelligence, motivation, interest, anxiety, self-concept, family background, learning styles, self-esteem, and so on can be another variable that will be correlated with academic achievement.

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APPENDICES

Appendix 1: Students' questionnaire :

Dear students,

The following questionnaire is designed for the sake of gathering data about the personality traits of each student. Furthermore, you are kindly requested to answer this questionnaire. To answer these questions which will take no more than 20 minutes. I would like to bring to your attention that your cooperation is will certainly ensure the validity of this research paper, therefore please answer it as honestly and sincerely as possible you can.

Thank you.

section 01: extraversion

1- I' am the life of the party

- disagree
- slightly disagree
- neutral
- slightly agree
- agree

2- do not talk a lot

- disagree
- slightly disagree
- neutral
- slightly agree
- agree

3- talk to different people at parties

- disagree

- slightly disagree
- neutral
- slightly agree
- agree

section two: agreeableness

1- am not interested in other people problems

- disagree
- slightly disagree
- neutral
- slightly agree
- agree

2- feel others emotions

- disagree
- slightly disagree
- neutral
- slightly agree
- agree

3- I'm not interested in others

- disagree
- slightly disagree
- neutral
- slightly agree
- agree

section three: conscientiousness

1- often forget to put things in the proper place

- disagree
- slightly disagree
- neutral

- slightly agree
- agree

2- make a mess of things

- disagree
- slightly disagree
- neutral
- slightly agree
- agree

3- like order

- disagree
- slightly disagree
- neutral
- slightly agree
- agree

section four: neuroticism

1- seldom feel blue

- disagree
- slightly disagree
- neutral
- slightly agree
- agree

2- get upset easily

- disagree
- slightly disagree
- neutral
- slightly agree
- agree

3- am relaxed most of the time

- disagree
- slightly disagree
- neutral
- slightly agree
- agree

section five: openness

1- have a vivid imagination

- disagree
- slightly disagree
- neutral
- slightly agree
- agree

2- do not have a good imagination

- disagree
- slightly disagree
- neutral
- slightly agree
- agree

3- am not interested in abstract ideas

- disagree
- slightly disagree
- neutral
- slightly agree
- agree