ORIGINAL RESEARCH PAPER

Psychology

EFFECTS ON ACADEMIC ACHIEVEMENT WITH PERSONALITY TRAITS. THE ROLE OF MEDIATOR FOR ACADEMIC MOTIVATION

R. Helen Priya*	Ph.D. Research Scholar, Dept of Psychology, Government Arts College, Coimbatore-18. *Corresponding Author
Dr T Veeramani	Associate Professor and Head, Dept of Psychology, Government Arts College, Coimbatore-18.

ABSTRACT

This analysis focuses on the effects of personality on student motivation and academic success. The participants were college students who participated willingly in the study. A Personality Questionnaire (NEO-FFI) and an intellectual inspiration questionnaire were requested (AMS-C 28, included GPA and demographic data). Studies have shown that extraversion predicts both intrinsic and extrinsic motivation, yet tolerance to the practice still predicts intrinsic motivation. Moreover, intellectual motivation, as predicted, mediated the relationship between neuroticism to knowledge and extroversion to academic achievement

INTRODUCTION

Individual variations in motivation and performance have a huge effect on academic results. This research has mainly concentrated on academic performance in young students, and there is no conclusive and reliable data about the degree to which personality characteristics are linked to academic motivation and achievement. The study fills in these gaps by looking at the relationship between academic motivation, academic achievement, and the Big Five personality traits described by the Five-Factor model of personality (Costa & McCrae, 1992).

Psychological Association (APA) defines personality as "individual differences in characteristic patterns of thinking, feeling, and behaving" (2017). The Five-factor personality traits (neuroticism, extraversion, openness, agreeableness, and conscientiousness) have been linked to a variety of behavioural patterns, including academic achievement and job performance (Ozer & Benet-Martinez, 2005). (Costa and McCrae, 1992, Judge et al., 2007). Researchers' relative agreement on the importance of a Big Five organising system for personality makes it a promising starting point for investigating the complex relationship between personality, motivation, and achievement (Costa & McCrae, 1992).

Academic motivation has been defined in various ways: "a student's willingness, need, desire and compulsion to participate in, and be successful in the learning process" (Monika & Babelan,2010). The Academic Motivations Scale (AMS, Vallerand et al., 1992) operationalizes self-determination theory by calculating intrinsic (three subscales), extrinsic (three subscales), and amotivation in academic contexts. Intrinsically motivated students want to challenge and rivalry, while amotivated students prefer to disengage or drop out (Beaudoin, 2006, Harter, 1981, Vallerand and Bissonnette, 1992).

While much research has been conducted on different personality traits as well as certain facets of academic motivation and achievement, little research has been conducted on the relationship between the Big Five traits, academic motivation, and academic achievement within the same sample. We resolve this disparity by specifically analysing the importance of the Big Five personality traits in understanding differences in college students' motivation and achievement.

Objectives of The Study:
To assess the academic performance of students.
To compare academic achievement and personality traits.

SAMPLE
A total of 60 undergraduate students from government and private colleges. A purposive sampling method was using. Government Arts College, Kongunadu Arts and Science College, Bishop Appasamy Arts and Science College, and Krishnamal Arts and Science College of Coimbatore. They were in the age group of 18 to 21. 1st and 2nd year (undergraduate) students.

TOOLS
1. Neo Fi Factor Inventory (Paul T. Costa and Robert R. McCrae)
2. Academic Motivation Scale (Robert J.Vallerand, Luc G. Pelletier, Marc R. Blais, Nathalie M. Briere, Caroline B Senecal, Evelyn F.Vallieres).

CORRELATIONS
Table 1 shows the mean values, standard deviations, and correlations between neuroticism, extraverts, extrinsic motivation, intrinsic motivation, and GPA. As can be observed, all correlations except relations of intrinsic motivation with extrinsic motivation, and extrinsic motivation with GPA are significant.

	M	SD	1	2	3	4	5
Neuroticism	21.7	5.9	1				
Extroversion	32.62	6.5	.24	1			
Extrinsic motivation	25.56	5.1	.12	21	1		
Intrinsic motivation	45.23	5.32	.31	.36	.04	1	
GPA	13.56	1.43	.15	.05	.05	22	1

Table 1 shows that Extrinsic motivation and GPA were found to significant. Extraversion was a better predictor of academic motivation than neuroticism. This variable, that being said, could only predict intrinsic motivation. The relation between neuroticism and extrinsic motivation was not found to be significant. Both intrinsic motivations were significantly related to the extraversion factor. However, the strength of the relationship was lower than the neuroticism

CONCLUSION:
This study shows the mediating role of academic motivation in the relationships between personality and performance, this study added a new perspective to these relationships.

LIMITATION:
• The sample size of the present study is small.
• The study can further include more variables.

REFERENCES
1. Chamorro-Premuzic, T., & Furnham, A. (2008). Personality, intelligence and approaches to learning as predictors of academic performance. Personality and Individual Differences, 44, 1596–1603.
2. WagermanS.A. et al. Acquaintance reports of personality and academic achievement: A case for conscientiousness, Journal of Research in Personality (2007).
3. MillsJ. et al. Perfectionism, intrinsic vs. extrinsic motivation, and motivated strategies for learning: A multidimensional analysis of university students,

Personality and Individual Difference(2002).

4. Chamorro-Premuzic, T., & Furnham, A. (2003). Personality predicts academic performance: Evidence from two longitudinal university samples. *Journal of Research in Personality, 37, 319–338.*

5. Explaining math achievement: Personality, motivation, and trust. Doctoral dissertation, Submitted in partial fulfilment, Yildiz Technical University. Komarraju, M., & Karau, S. J. (2005).