

How to Cite:

Tenzing, P., & Ahamed, S. B. I. (2022). Impact of personality traits on study habits and educational aspirations of arts and science college students. *International Journal of Health Sciences*, 6(S2), 13759–13766. <https://doi.org/10.53730/ijhs.v6nS2.8765>

Impact of personality traits on study habits and educational aspirations of arts and science college students

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Abstract---Personality refers to individual differences in thoughts, emotions, behavioural thoughts or imaginary patterns. The study of personality concentrates on two wide areas: One is understanding individual variations in specific personality traits, like friendliness or peevishness. The other is seeing how the different characteristics of an individual meet up overall. Trait psychology lays on the possibility that individuals will differ depending on where they stand on the side of a set of important attributes that persist over time and conditions. The broad pattern of attributes is known as the Five Factor Model. Study skills, academic skill, or research methodologies are the concepts are utilised to learning. Study skills are a variety of abilities which tackle the most common way of taking and organizing in, innovative source, retaining data, or managing appraisals. In a broader sense, subjects that support the ability of those study, retain and review useful and tested information can be treated as learning skills, which may include time management and persuasive strategies. Educational requirements reflect the educational goals that one has set. It is significance as it empowers and energizes the person to accomplish them. The reasons of this essay are to analyse the impact of three sets of indicators: background, parental involvement, and student personal or educational self-assessment. The research was takes place in Thoothukudi district; sample size is 130. Information's gathered via questionnaire was analysed using AMOS technique to evaluate the proposed conceptual framework. Personality traits factors (Extraversion, Conscientiousness, Openness, Neuroticism, and Agreeableness) have positive impacts on study

habits with the beta values of 0.40, 1.63, 0.35, 0.20 and 0.26 respectively. Study habits have positive influence on educational aspiration (beta value = 0.78).

Keywords---personality traits factors, study habits, academic achievement, educational aspiration.

Introduction

Personality is a characteristic path of feeling, thinking, and behaving. Personality embraces, individual state of mind, perspectives, and thoughts and is most obviously communicated in connections with others. Although the term personality is characterized in many ways, the psychological concept has two main meanings. The first is about the credible fluctuations that exist between individuals. In this sense, personality analysis focuses on the characterization and clarification of relatively stable human psychological traits. The next which means emphasizes the ones traits that make all individuals the equal and that distinguish mentally man from different species; it guides the persona theorist, to search for the ones normalities amongst all individuals that signify the concept of man in addition to the factors that affect the path of lives.

It is a feature sample of thoughts, emotions, or conduct that has a tendency to be fixed, through the years & throughout applicable circumstances. The five broad, bipolar characteristic dimensions, that represent the broadly used version of the pattern. A sizeable frame of studies has tested stability and alternates throughout the life time, in addition to the impact on of characteristic tendencies on critical life activities, in phrases of the factors (Soto, C.J., 2018)

Learning habits play an important role in the perceptual skills. It is talk about people, how they want to learn, how far they want to go, additionally how much they want to earn. This can be determined by learning habits. Therefore, it is argued that learning habits correlate with school and academic performance (Mahwish Rabia et al., 2017). Learning habit define its about specific, organized, continuous period to assigning their self to learning tasks. Without them, one cannot grow and become self-limited in life. Stella and Purtschothaman (1993) stated that analysts labelled and examined student performance in terms of high, average, and low levels achievement. This traditional clarification follows a reference point for group average score or a standard score, but learning habits vary from student to student.

Eccles, 2009; Schoon & Parsons, 2002, and as a result, the student's subsequent related to the general wellbeing of alive (Ashby & Schoon, 2012). Teenage academic aspirations were studied to reveal a wide range of academic inequality, and then personal career choices and life outcomes were identified (Rojewski, 2005; Conley, Domina, & Farkas, 2011). Bora (2016) investigated the educational aspirations of students in their educational environment. The results show that there is a significant correlation between the educational environment and the

student's educational aspirations, concluded that the social relationships between students', institutions and families enhance students' educational aspirations.

Objective

- To examine the significance between big five factors and students' educational achievement
- To analyse the big five factors and students' educational achievement
- To examine the factors of learning habits and students' academic achievement
- To analyse the educational aspirational factors and students' academic achievement
- To investigate the connection between personality traits, study habits and educational aspiration

Literature Review

McCrae & Costa, 2003. Personality traits are generally characterized as an individual's expression of generally styles of behaviour, beliefs, and sentiments. It is the world's widely studied scientific classification of traits (Allik, 2005; McCrae & Costa, 1997). Openness defines new ideas and experiences that tend towards strict guidelines for activity and reflection (Rohan, 2000). This direction resembles the underlying motivation for the values of kindness. That is, to improve the personal wealth of intimate's social circles. Connecting with others requires a certain amount of enthusiasm that also complies with crew standards. Similarly, traits provide inspiration to meet the assumptions of others in one's social crew. Extroverts are aggressive, confident, Costa & McCrae, 1992; John & Srivastava, 1999. It is like to be ambitious for good conduct in very good agreement with performances (Lukand Bond, 1993; Roccas et al., 2002). Similarly, the high need for fiery emotions is deeply sustainable for alert levels (Bilsky & Schwartz, 1994; Luk & Bond, 1993; Roccas et al., 2002). This characteristic aspect represents socially supported drive control that facilitates task-oriented and goal-oriented behaviour (Fiske, 1994; Hogan & Ones, 1997; John & Srivastava, 1999).

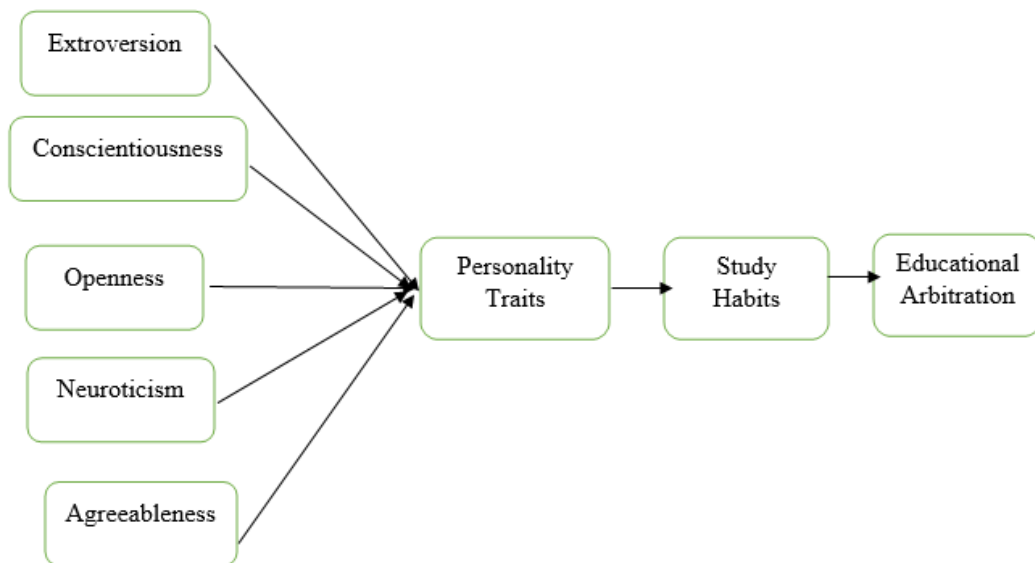
McCrae and John (1992) suggested there are couple of important parts of integrity, each of which is feasible with different qualities. The first is the positive part of integrity associated with inspiration for progress, as indicated by the kind norms (Costa & McCrae, 1988). This motive is additionally denoted in performances (Luk & Bond, 1993; Roccas et al., 2002). Another part is suppressed and associated with drive control motives (Costa & McCrae, 1988), represented by conformance scores (Olver & Mooradian, 2003; Roccas et al., 2002). Who go high on this are generally less likely to experience adverse effects (Costa & McCrae, 1988; John & Srivastava, 1999). They are not easily get upset and they know the right way for their strategy (Gunther, Lawrence, & Armeli, 1999). This quality is emotional in nature, and appraisals are not, so it is often have directly related to wealth and needs (Roccas et al., 2002; Sagiv, Roccas, & Hazan, 2004).

According to Palani (2012), learning habits are the fundamental concern of building an educated society. It creates people's personalities and helps them develop legitimate discussion strategies and think in new ways. It was suggested

that the regular study conditions engaged by adults would affect their learning ability as well as their academic activities. There are usually the skills that like the relationship between positive reading habits and students' performance. Bhan and Gupta (2010) led a review of performance and learning habit of students in caste groups. The outcomes revealed that caste did not significantly affect educational performance and students' learning behaviour.

Bashir et. al., (2016) led studying qualifications in correlation to parents support. The results show that the right to education and parental support belong together. In other words, if parents can support and motivate their students, they will be more motivated to educate. Parenting Motivation is one of the high points of parenting behavioural standards. In it, action prompts from parents to their youth are formulated with the aim of improving the potential for inevitable good behavioural events through care, upbringing, guidance and support. Parental involvement and support influence academic success and achievement (Bashir, et. al., 2017).

Conceptual Framework



Hypothesis

H₁: There is a significance between personality traits factors and study habits

H_{1a}: There is a relationship between extroversion and study habits

H_{1b}: There is a relationship between conscientiousness and study habits

H_{1c}: There is a relationship between openness and study habits

H_{1d}: There is a relationship between neuroticism and study habits

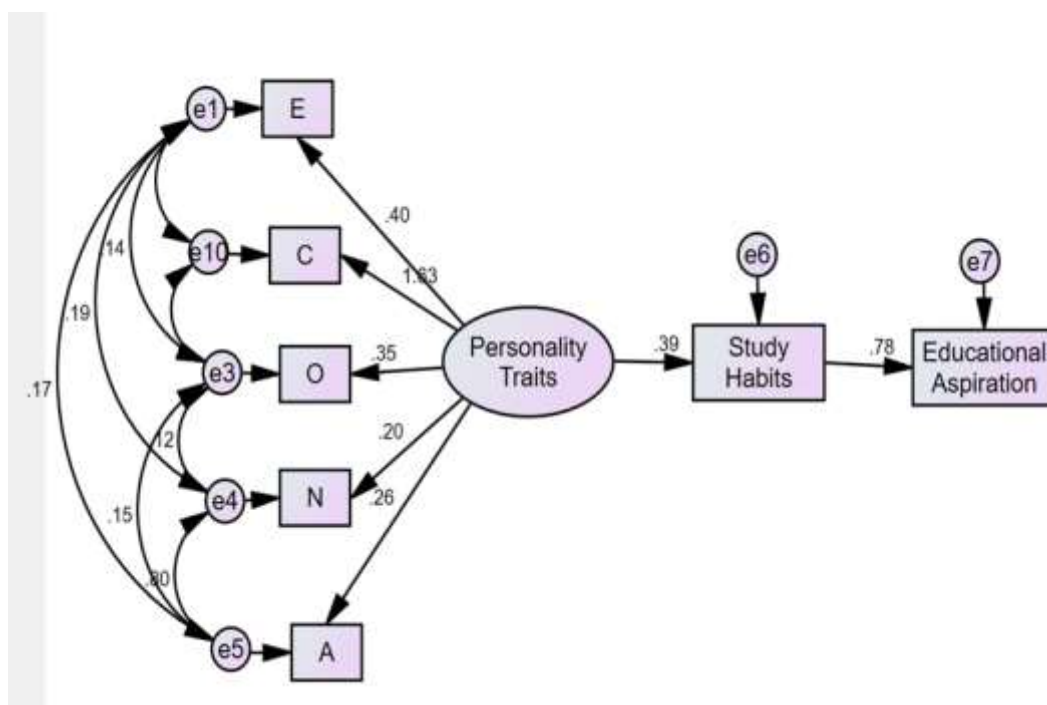
H_{1e}: There is a relationship between agreeableness and study habits

H₂: There is a relationship between Study habits and Educational Aspiration

Research Methodology

Data collection process took place in thoothukudi districts and 130 samplings were collected to students through questioner later which was tested by AMOS software to validate the structural equation model. Extroversion, conscientiousness, openness, neuroticism, agreeableness, study habits, educational arbitration and academic achievement were involved in the model. The specialized strategy of this paperpermits the investigator to investigate and evaluate the statistics.

Analysis and Interpretation



Goodness of fit statistics

Model	Chi- square/ df	GFI	AGFI	NFI	CFI	RMSEA
Hypothesized Model	1.000	0.983	0.931	0.980	0.994	0.011

Bentler, P.M. and Bonnet, D.C. (1980) study indicate the model fit can be analysed by RMSEA which is below than 0.08 has a good fit and below than 0.05 has a closer fit. Chin and Todd (1995) study suggested that for goodness of mannequin fit GFI (Goodness of Fit Index) and NFI (Normed Fit Index) should be above 0.9 and AGFI (Adjusted goodness-of-fit Index) should be more than 0.8. Bentler (1990) study suggests for good model fit CFI (Comparative Fit Index) should be more than 0.9. These values are showing the outcomes in respect of the validity of the proposed mannequin. Some of these indices fall within the normally accepted limits.

Path			Estimate
Personality Traits	->	Study Habits	0.39
Study Habits	->	Educational Aspiration	0.78

* 5 % level of significance

Above table shows causal relationships between personality traits with study habits&educational aspiration. Personality traits factors (Extraversion, Conscientiousness, Openness, Neuroticism, and Agreeableness) have positive impacts on study habits with the beta values of 0.40, 1.63, 0.35, 0.20 and 0.26 respectively. Study habits have positive influence on educational aspiration (beta value = 0.78).

Suggestions and Conclusion

Each and every human have their own characteristics. Based on their characters they will do their routine like studying, reading, and so on. So, personality traits play a vital role in human activities. In students' life personality traits plays a significant role, because based on their characteristic only they behave. Characteristic patternssuch as extraversion, agreeableness, conscientiousness, openness and neuroticism.Characteristic patterns variables (Extraversion, Conscientiousness, Openness, Neuroticism, and Agreeableness) have positive impacts on study habits with the beta values of 0.40, 1.63, 0.35, 0.20 and 0.26 respectively. In study habits majority of the students are having intellectual ability, achievement oriented and some of them are belongs to poor study habit, low self-concept and poor family structure. In education aspiration majority of the students have their parental support, family support and affordability its significantly develop and enhance their study habits and academic achievement.Study habits have positive influence on educational aspiration (beta value = 0.78).

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