



Faculty of Cognitive Sciences and Human Development

HOW PERSONALITY TRAITS AND STUDY HABITS INFLUENCE ACADEMIC SUCCESS IN UNIMAS STUDENTS?

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**Bachelor of Counselling with Honours
2024**

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This project is submitted in partial fulfilment of
the requirements for the degree of Bachelor of Counselling with Honours
(Counselling)

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
(2024)

The project entitled 'HOW PERSONALITY TRAITS AND STUDY HABITS INFLUENCE ACADEMIC SUCCESS IN UNIMAS STUDENTS?' and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Counselling with Honours.

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Grade

ACKNOWLEDGEMENT

First and foremost, I am deeply grateful to God for His unwavering guidance, strength, and wisdom throughout this journey. There were moments of doubt and uncertainty, but His grace carried me through. I thank Him for giving me clarity when I felt lost, resilience when I faced challenges, and courage to see this project to completion. Without His blessings, this achievement would not have been possible.

I would also like to extend my heartfelt appreciation to my Final Year Project supervisor, Madam Nor Hasniah Binti Ibrahim. Her patience, insightful feedback, and constant encouragement have been invaluable throughout this research journey. Her guidance not only helped shape my project but also strengthened my ability to think critically and strive for excellence. I am truly grateful for her support and dedication.

Special thanks to my beloved mother, Madam Chin, for her unconditional love and endless support. Her belief in me has been a pillar of strength, and I am forever grateful for their encouragement. To my relatives and siblings, thank you for your prayers, love, and words of wisdom. I hope to continue making you proud and serving as an inspiration to my younger siblings and cousins.

My deepest appreciation also goes to all the lecturers of the Faculty of Cognitive Sciences and Human Development, especially those from the Counselling Department. The knowledge, mentorship, and experiences I have gained from you all have played an important role in shaping my academic journey. Thank you for your dedication and for always pushing us to be the best versions of ourselves.

To my dear friends, thank you for being my support system. Whether it was sharing ideas, offering words of motivation, or simply being there during stressful times, your presence made this journey more meaningful. I am grateful for the friendships formed and the memories created along the way.

Lastly, I want to extend my gratitude to everyone who, in one way or another, contributed to the completion of this research. Your support, kindness, and encouragement have meant the world to me. Once again, thank you and may God bless you all abundantly.

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Abbreviations

UNIMAS	Universiti Malaysia Sarawak
ANOVA	Analysis of Variance
BFI-2-S	Big Five Inventory–2 Short Form
SHI	Study Habits Inventory
CGPA	Cumulative Grade Point Average
PCT	Person-Centered Theory
SFBT	Solution-Focused Brief Therapy
CT	Constructivist Theory
SPSS	Statistical Package for the Social Sciences
R²	Coefficient of Determination
β	Beta Coefficient
SD	Standard Deviation
M	Mean
n	Sample Size
p	Significance Level (Probability Value)
NIH	National Institutes of Health

ABSTRACT

HOW PERSONALITY TRAITS AND STUDY HABITS INFLUENCE ACADEMIC SUCCESS IN UNIMAS STUDENTS

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This study explores the influence of personality traits and study habits on academic success among undergraduate students at Universiti Malaysia Sarawak (UNIMAS). A total of 400 students participated in this quantitative, correlational research. The Big Five Inventory 2 Short Form (BFI-2-S) was used to assess personality traits, including openness, conscientiousness, extraversion, agreeableness, and neuroticism. The Study Habits Inventory (SHI) measured behavioural aspects such as time management, motivation, and concentration. Academic success was evaluated using students' self-reported Cumulative Grade Point Average (CGPA) and their satisfaction with academic performance. Multiple regression analysis revealed that conscientiousness ($\beta = .173, p = .011$) and openness ($\beta = .144, p = .026$) significantly predicted higher CGPA. In contrast, extraversion ($\beta = -.159, p = .024$), agreeableness ($\beta = -.175, p = .007$), and neuroticism ($\beta = -.115, p = .023$) were negatively associated with academic performance. In a separate model, study habits were found to significantly predict students' satisfaction with their academic performance ($\beta = .483, p < .001$), indicating that effective time management and focus contribute to a more positive academic experience. These findings highlight the importance of both personality and behavioural factors in shaping academic outcomes. The study provides practical implications for counsellors, academic institutions and organization to design targeted strategies that support personal success based on their individual traits and learning behaviours.

Keywords: personality traits, study habits, academic success

ABSTRAK

BAGAIMANA CIRI-CIRI KEPERIBADIAN DAN TABIAT BELAJAR MEMPENGARUHI KEJAYAAN AKADEMIK DALAM KALANGAN PELAJAR UNIMAS

WONG SHI HUI

Kajian ini meneroka pengaruh ciri-ciri personaliti dan tabiat belajar terhadap kejayaan akademik dalam kalangan pelajar prasiswazah di Universiti Malaysia Sarawak (UNIMAS). Seramai 400 pelajar telah mengambil bahagian dalam kajian kuantitatif berbentuk korelasi ini. Inventori Lima Faktor Personaliti Versi Pendek (Big Five Inventory 2 Short Form, BFI-2-S) digunakan untuk menilai ciri-ciri personaliti seperti keterbukaan, ketelitian, ekstroversi, kesesuaian, dan neurotisme. Manakala Inventori Tabiat Belajar (Study Habits Inventory, SHI) digunakan untuk menilai aspek tingkah laku seperti pengurusan masa, motivasi, dan tumpuan. Kejayaan akademik dinilai berdasarkan Purata Nilai Gred Kumulatif (PNGK) yang dilaporkan sendiri oleh pelajar serta tahap kepuasan mereka terhadap prestasi akademik. Analisis regresi berbilang menunjukkan bahawa ketelitian ($\beta = .173$, $p = .011$) dan keterbukaan ($\beta = .144$, $p = .026$) meramalkan PNGK yang lebih tinggi secara signifikan. Sebaliknya, ekstroversi ($\beta = -.159$, $p = .024$), kesesuaian ($\beta = -.175$, $p = .007$), dan neurotisme ($\beta = -.115$, $p = .023$) dikaitkan secara negatif dengan prestasi akademik. Dalam model berasingan, tabiat belajar didapati meramalkan tahap kepuasan terhadap prestasi akademik secara signifikan ($\beta = .483$, $p < .001$), menunjukkan bahawa pengurusan masa yang berkesan dan tumpuan menyumbang kepada pengalaman akademik yang lebih positif. Penemuan ini menekankan kepentingan faktor personaliti dan tingkah laku dalam membentuk pencapaian akademik. Kajian ini memberikan implikasi praktikal kepada kaunselor, institusi akademik dan organisasi untuk merangka strategi yang disasarkan bagi menyokong kejayaan individu berdasarkan ciri-ciri personaliti dan tingkah laku pembelajaran mereka.

Kata kunci: ciri personaliti, tabiat belajar, kejayaan akademik

CHAPTER 1

INTRODUCTION

1.0 Introduction

Personality has a huge influence on how students behave, learn, and handle challenges. The Big Five personality traits include openness, conscientiousness, extraversion, agreeableness, and neuroticism. These traits offer a useful way to understand how different personalities affect academic success. For example, students who are highly conscientious are usually organized and disciplined, which helps them manage their time and stay on top of their studies. On the other hand, students with high levels of neuroticism might struggle with stress and anxiety, making it harder for them to focus or stick to a study routine.

Study habits also play an important role in academic performance. Simple practices like regular revisions, taking clear notes, and planning ahead for exams can make a big difference. In fact, good study habits often go hand in hand with personality traits. For instance, conscientious students are likely to follow a structured study plan, while students who are open to new experiences might experiment with different learning methods, such as group discussions or digital tools. On the flip side, poor study habits like procrastination or cramming the night before an exam can hold students back, no matter how capable they are.

Personality also shapes how students prefer to learn. Introverts, for example, might do better with solo study sessions, while extroverts could thrive in group discussions or collaborative projects. By understanding the relationship between personality and study habits, students can find ways to study and learn that suit them best, boosting their chances of success.

This study takes a closer look at how personality traits and study habits influence academic performance among students at University Malaysia Sarawak (UNIMAS). By digging into these connections, we hope to offer some practical advice that can help students not only do well in their studies but also grow as individuals.

1.1 Background of Study

Beginning in a university is both an exciting and demanding experience, often marking a critical phase in students' academic and personal development. Various factors contribute to academic success, including study habits, support systems, and social interactions. Among these factors, personality traits have emerged as a critical yet often overlooked determinant of students' academic trajectories. Understanding how personality types of impact academic success is essential for both students and educators, as it provides valuable insights into effective learning strategies and support systems tailored to individual needs.

Research has consistently highlighted the significance of personality in educational contexts, particularly through the lens of the Big Five personality traits on openness, conscientiousness, extraversion, agreeableness, and neuroticism. Studies have shown that conscientiousness is strongly correlated with academic performance; students who exhibit high levels of this trait tend to be more organized, disciplined, and persistent in their studies (Meyer et al., 2024). Conversely, neuroticism, characterized by emotional instability and anxiety, is negatively associated with academic outcomes as it can impair students' ability to concentrate and perform well academically (Ahmad Munjirin et al., 2023)

The rising prevalence of mental health challenges among university students in Malaysia further emphasizes the need for a deeper understanding of how personality traits influence academic coping strategies. Recent data from National Institutes of Health (NIH) revealed that nearly 44.6% of students reported moderate to high levels of psychological distress, with 66.2% experiencing anxiety and 53.9% facing depression (Wong et al., 2023). These findings reflect the broader issue of academic stress, which has been shown to significantly impact students' mental health and subsequently their academic performance. A separate survey indicated that 60% of students attributed high levels of stress to academic pressure, resulting in anxiety and overthinking about failure (Ho et al., 2022). Students who lack effective study habits may feel overwhelmed by these pressures, while those with strong organizational skills and healthy study routines are often better equipped to cope.

The influence of personality traits such as emotional intelligence and coping strategies becomes critical in this context. Research suggests that students with higher

emotional intelligence and positive personality traits are more likely to exhibit effective coping mechanisms when dealing with academic stress (Effandi et al., 2023). As academic pressures increase, understanding these relationships is crucial for developing interventions that foster resilience and promote academic achievement.

Additionally, the distinction between introverted and extroverted students adds complexity to the academic landscape. Introverted students may prefer solitary study methods, which can pose challenges in collaborative settings, while extroverted students often excel in group environments but may struggle with self-regulation (Shahlan et al., 2023). Recognizing these personality-driven differences is vital for educators aiming to create inclusive and adaptable learning environments that cater to diverse student needs.

Despite the growing body of literature on personality and academic performance, there is a notable gap in research focusing specifically on the student population at University Malaysia Sarawak (UNIMAS). The unique cultural and social dynamics of this institution necessitate an exploration of how personality traits influence academic success within this context. Addressing this gap will provide valuable insights that can inform university policies and counselling practices will then enhance students' academic experiences. UNIMAS is situated in Sarawak where it is a region known for its ethnic diversity, with major groups including the Iban, Malay, Bidayuh, Chinese, and various other communities. Each group has distinct cultural values, educational expectations, and social dynamics that may impact students' academic behaviours and the ways in which personality traits like conscientiousness, neuroticism, and openness are expressed in the academic context (Apostolov & Geldenhuys, 2022). Moreover, study habits are often shaped by these cultural and social factors, affecting how students approach learning, interact with peers, and manage academic challenges. Therefore, these cultural and social factors play a significant role in how students approach learning, interact with peers, and manage academic challenges, offering an important lens through which to study personality and academic performance (Njuguna, 2021).

1.2 Problem Statement

The academic success of university students is influenced by a range of factors, including study habits, social interactions, and support systems. Among these, personality

traits specifically those defined by the Big Five personality model (openness, conscientiousness, extraversion, agreeableness, and neuroticism) play a significant role in shaping students' academic experiences and outcomes. Previous research has indicated that personality traits can affect motivation, engagement, and coping strategies in academic settings (Nechita et al., 2015). However, there remains a gap in understanding how these personality traits and study habits specifically influence academic performance at University Malaysia Sarawak (UNIMAS), a context with its unique social and cultural dynamics.

Study habits, defined as the consistent practices and strategies students use to learn and retain knowledge, are a critical yet underexplored factor in this equation. The theory of self-regulated learning (Zimmerman, 2000) highlights the importance of effective study habits, such as setting goals, managing time, and monitoring progress, in achieving academic success. However, not all students develop these habits equally, and their development is often shaped by underlying personality traits. For instance, students who are conscientious may naturally gravitate toward disciplined study routines, while those with higher levels of neuroticism may struggle to maintain consistent habits due to anxiety or stress.

This research aims to bridge the gap in understanding how different personality types of impact academic success among students at University Malaysia Sarawak (UNIMAS). While previous studies have explored the relationship between personality traits and academic performance, their findings have not always been applied in specific educational contexts, especially within Malaysian universities like UNIMAS. Exploring how personality traits affect students' learning approaches, peer and faculty interactions, and stress management within this setting is important for improving student outcomes.

Previous studies indicate that personality traits, such as conscientiousness and neuroticism, play significant roles in academic achievement. For instance, conscientious students, who tend to be organized, responsible, and disciplined, generally perform better academically (Soraya et al., 2011). On the other hand, those with higher levels of neuroticism, who may struggle with anxiety and stress, often face challenges in managing academic pressures, which can hinder their performance (Yusoff et al., 2021). Research by Wang et al. (2023) also supports these findings, linking traits like openness to experience and conscientiousness to higher academic achievement. However, few studies have integrated these findings with a focus on study habits, leaving a theoretical gap in

understanding the combined influence of personality traits and study habits on academic success.

Given the culturally rich and diverse environment of UNIMAS, where students come from various ethnic backgrounds such as Iban, Malay, Bidayuh, and Chinese, it is essential to explore how cultural dynamics might influence how personality traits and study habits manifest in academic settings. The unique intersection of culture and personality at UNIMAS offers a valuable opportunity to develop more tailored strategies for academic support that meet the diverse needs of students. Understanding the relevance of this problem is critical for several reasons. First, universities are increasingly focusing on student success as a measure of institutional effectiveness and student well-being (Douwes et al., 2023). By gaining insights into the personality traits that contribute to academic achievement, educators can develop targeted support strategies that cater to diverse student needs. Furthermore, with rising concerns about mental health issues among students, it is crucial to understand how personality influences coping mechanisms and resilience (Slimmen et al., 2022). This knowledge can help create a more supportive academic environment that fosters both personal and academic growth.

1.3 Purpose of the Study

The main objective of this research project is to investigate the relationships between the Big Five personality traits and academic performance among students at UNIMAS. Specifically, the study seeks to analyze how each of the Big Five personality traits and study habits correlate with academic performance.

1.4 Research Questions

- 1.4.1 How does openness influence academic performance among university students?
- 1.4.2 How does conscientiousness influence academic performance among university students?
- 1.4.3 How does extraversion influence academic performance among university students?
- 1.4.4 How does agreeableness influence academic performance among university students?
- 1.4.5 How does neuroticism influence academic performance among university students?
- 1.4.6 How do study habits influence academic performance among university students?

Main Objective:

The research aims to investigate how different personality traits and study habits are, specifically the Big Five of openness, conscientiousness, extraversion, agreeableness, and neuroticism that affect academic performance and study behaviours among university students at UNIMAS.

1.5 Research Objective

1.5.1 To analyze the correlation between each of the Big Five personality trait of openness and academic performance among students at UNIMAS.

1.5.2 To analyze the correlation between each of the Big Five personality trait of conscientiousness and academic performance among students at UNIMAS.

1.5.3 To analyze the correlation between each of the Big Five personality trait of extraversion and academic performance among students at UNIMAS.

1.5.4 To analyze the correlation between each of the Big Five personality trait of agreeableness and academic performance among students at UNIMAS.

1.5.5 To analyze the correlation between each of the Big Five personality trait of neuroticism and academic performance among students at UNIMAS.

1.5.6 To analyze the correlation between study habits and academic performance among students at UNIMAS.

1.6 Research Hypothesis

It is hypothesized that Big Five personality traits are significant factors contributing to academic performance among university students.

H₁: There is a significant relationship between openness and academic performance among university students.

H₂: There is a significant relationship between conscientiousness and academic performance among university students.

H₃: There is a significant relationship between extraversion and academic performance among university students.

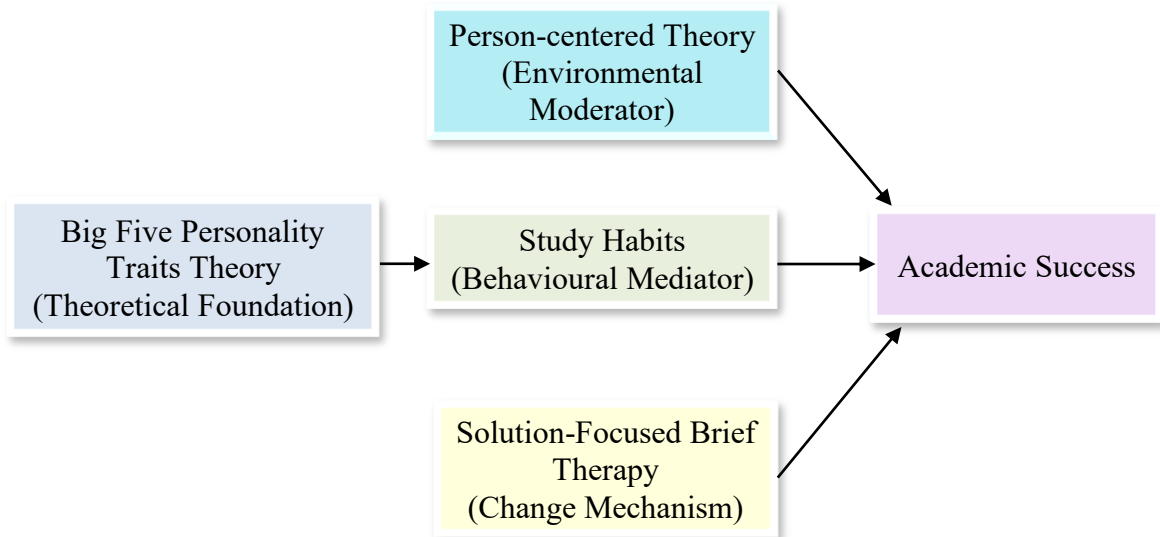
H₄: There is a significant relationship between agreeableness and academic performance among university students.

H₅: There is a significant relationship between neuroticism and academic performance among university students.

H₆: There is a significant relationship between study habits and academic performance among university students.

1.7 Theoretical Framework

Figure 1: Theoretical Framework



In recent years, research has shifted increasingly towards grasping the personality role in shaping academic achievement. The academic success is now acknowledged to be defined not only in terms of cognitive capabilities but also of stable personality dimensions affecting students' motivation, learning habits, and adjustment to the academic environment (Cao et al., 2024). This study examines the contribution of personality traits to academic performance among UNIMAS students according to three main psychological theories of the Big Five Personality Traits Theory, Person-Centered Theory, and Solution-Focused Brief Therapy (SFBT) theory based on Constructivist Theory.

The Big Five model provides a theoretical foundation by identifying five broad personality domains on conscientiousness, openness to experience, extraversion, agreeableness, and neuroticism, that are predicted to have varying levels of impact on academic achievement. Of particular interest are conscientiousness and openness, since they have most consistently been associated with greater academic persistence and intellectual engagement. The Person-Centered Theory is introduced as an environmental moderator, emphasizing the importance of a supportive, empathetic, and non-judgmental setting in facilitating student growth and engagement. The environment stands at the center of helping personality traits to be expressed and positively influence. SFBT, on the other hand, functions as the mechanism of change by encouraging students to focus on their inner

strengths and future goals rather than past difficulties. Through practical interventions such as scaling and miracle questions, counsellors can help students visualize their desired outcomes and develop actionable steps toward achieving academic and personal success. Combined, these theoretical models inform an overarching framework that acknowledges the dynamic interaction between internal personality variables and external environmental assets in the determination of academic outcomes (Karimian, 2023).

Big Five Personality Traits Theory

The Big Five Personality Traits Theory is a widely recognized framework in psychology that describes personality in terms of five core traits which are Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. These traits capture a wide range of human behaviours and preferences that shape individuals' approaches to tasks, stress management, social interactions, and importantly, study habits (McCrae & Costa, 2003). For students, these traits influence how they engage with academic tasks, their resilience under stress, and their interactions with peers and instructors, making the Big Five model an effective predictor of academic success.

These five traits collectively influence students' approaches to learning and their academic behaviours. Students with high conscientiousness, for example, tend to perform better academically due to their structured and disciplined approach. In contrast, high neuroticism can be a hindrance in academic settings, as it may lead to stress and anxiety. The Big Five model thus serves as a useful framework for predicting academic behaviours, helping to identify personality dimensions that either foster or inhibit academic success.

Person-Centered Theory

Person-Centered Theory, developed by Carl Rogers, emphasizes the importance of a supportive, growth-oriented environment in fostering personal development and self-actualization (Rogers, 1961). In educational contexts, this theory highlights the role of empathetic, non-judgmental support from educators, which can positively influence students' motivation and academic outcomes. Person-Centered Theory identifies three core conditions that are essential for creating a supportive learning environment through empathy, unconditional positive regard, and congruence. Person-Centered Theory suggests

that a supportive academic environment enhances academic success by creating a climate conducive to engagement and resilience. For instance, students who may struggle with neuroticism-related challenges can still achieve success in an empathetic, accepting environment that helps mitigate stress.

Study Habits in the Theoretical Framework

Study habits play a crucial role in academic success by determining how students organize, process, and retain information. This framework integrates the Big Five Personality Traits, Person-Centered Theory, and Solution-Focused Brief Therapy to explore the relationships between personality traits, study habits, and academic performance.

Each trait from the Big Five influences study habits in different ways. Conscientious students, for instance, are more likely to have structured study routines, effective time management, and a disciplined approach to learning, leading to higher academic performance (Meera et al., 2011). Conversely, students high in neuroticism may struggle with inconsistent study habits due to anxiety and stress, which can negatively impact their academic success.

Solution-Focused Brief Therapy

Solution-Focused Brief Therapy (SFBT) is a practical, goal-oriented approach that helps individuals identify solutions and take action in a focused and time-efficient manner (de Shazer et al., 2007). In the context of academic achievement, SFBT can help students develop study habits by focusing on their strengths, setting clear goals, and building solutions for challenges they may face. This approach can be particularly useful for students with high neuroticism, as it shifts their focus from problems and stress to actionable solutions and positive outcomes. SFBT is also rooted in Constructivist Theory (CT), which suggests that individuals create their own realities through language and social relationships (De Shazer, 1985). This implies that the way clients discuss their issues influences how they perceive them. By redirecting the dialogue toward solutions instead of problems, clients can begin to build a more optimistic and constructive view of their situation.

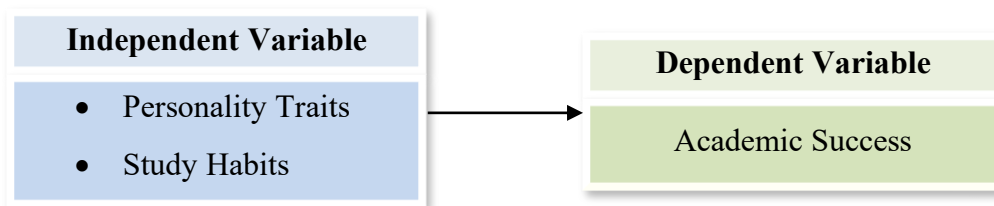
By incorporating SFBT, this framework highlights the importance of solution-focused strategies that encourage students to create practical, small steps toward improving

their academic behaviours and study habits (de Shazer et al., 2007). For instance, a student might be encouraged to identify one small change in their study routine that could improve focus and productivity (Kim, 2009). SFBT also empowers students to recognize their own resourcefulness, fostering a sense of self-efficacy and personal responsibility in their academic journey. This emphasis on solutions aligns with Person-Centered Theory's focus on creating a supportive, growth-oriented environment (Rogers, 1961).

1.8 Conceptual Framework

This framework recognizes that personality traits significantly influence academic success and can be shaped by various factors, including individual characteristics, social interactions, and environmental contexts. Below is a diagram representing the conceptual framework for this study, illustrating how personality traits, study habits and academic success are interrelated:

Figure 2: Conceptual Framework



Understanding how personality affects academic performance is an important area of research, especially for university students whose individual traits often shape how they approach studies, manage stress, and interact with others. This framework examines how personality traits impact academic success among students at University Malaysia Sarawak (UNIMAS). Specifically, it explores different personality traits, combined with factors like study habits that influence students' academic outcomes. By analyzing these relationships, this study aims to provide a more rounded understanding of how both personality and related behaviours contribute to success in a university setting.

This conceptual framework is based on the Big Five Personality Traits of Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism which represent core aspects of personality. These traits guide students' behaviours, impacting how they organize their studies, respond to challenges, and seek support. For instance, a student high in conscientiousness is likely to be organized, diligent, and goal-oriented, with qualities that often support better academic performance. On the other hand, students with higher levels of neuroticism may struggle more with academic stress, which can impact their focus and motivation. By using these personality traits as a foundation, this framework looks at how they interact with other factors like study habits that affect learning, which eventually shapes students' academic experiences.

In this framework, personality traits and study habits are considered independent variables or predictors of academic success, as they influence various behaviours that impact students' performance. Academic success, the dependent variable in this study, serves as the primary outcome, measured through factors such as grades, engagement levels, and overall satisfaction with academic performance. By analyzing these variables, this framework aims to identify which personality traits and study habits most significantly contribute to academic success among UNIMAS students.

To explore these relationships, this study employs a regression-based conceptual framework which is a structured approach using statistical methods to examine the strength and direction of each factor's influence on academic success. Through this regression framework, factors such as personality traits and student study habits are analyzed to determine their individual and combined effects on students' performance. For instance, this analysis may reveal that Conscientiousness is a strong positive predictor of academic success, while Neuroticism has a negative effect due to its association with stress. In addition, study habits like schedule planning, regular revision, and concentration may act as mediators, amplifying or reducing the effects of personality traits on academic success. By quantifying these relationships, the regression framework clarifies how these variables work together to shape academic outcomes, identifying the most impactful factors and highlighting areas where targeted support could be most beneficial.

A unique aspect of this framework is that it does not just focus on personality alone and yet it also looks at the interaction between personality, study habits and the environment. Students do not operate in isolation; they are affected by their academic and social environment, and this framework recognizes that personality traits and study habits interact with these external factors. For example, a conscientious student might thrive in a structured academic program and adopt study habits that align with their personality, such as creating detailed schedules. Meanwhile, a student high in neuroticism may benefit more from a supportive environment that helps reduce stress and encourages effective study habits like mindfulness or peer support. This perspective acknowledges that personality traits shape not only internal motivations but also how students engage with the academic world around them, and how study habits can be a key factor in translating personality strengths into academic success.

In conclusion, this conceptual framework provides a structured way to explore how personality traits and study habits impact academic success among UNIMAS students. By examining personality traits and study habits, this study aims to uncover the complex relationships that affect academic outcomes. Using a regression-based conceptual framework to study these factors in depth, it offers insights that can support educators in creating programs and resources that align with students' unique needs. This research contributes to a deeper understanding of how personality influences learning and academic success by providing a foundation for initiatives that support both academic and personal growth among university students.

1.9 Definition of Terms

1.9.1 Personality Traits

Conceptual Definition

Personality traits are enduring patterns of thoughts, feelings, and behaviours that distinguish individuals from one another. These traits can be categorized into different models, with the Big Five personality traits—openness, conscientiousness, extraversion, agreeableness, and neuroticism, being one of the most widely recognized frameworks. Each trait reflects a continuum of behaviours and characteristics, influencing how individuals interact with their environment and approach various situations, including academic settings.

Operational Definition

Personality traits are characteristics and qualities that help define you as a unique individual it also reflects basic dimensions on which people differ (Matthews, Deary, & Whiteman, 2003). Personality traits refer to openness traits which reflect a person's willingness to engage with new ideas, experiences, and activities. They are often interested in exploring new concepts, cultures, and unconventional ideas (Abu Raya et al., 2023). Conscientiousness trait is characterized by being organized, responsible, and reliable. They plan ahead, follow through on tasks, and strive to meet their goals with precision and attention to detail (Bogg & Roberts, 2013). Extraversion trait describes how sociable, energetic, and assertive a person is. They are often enthusiastic and thrive in social settings, seeking excitement and positive interactions with others (McCabe & Fleeson, 2012). Agreeableness trait reflects a person's tendency to be compassionate, cooperative, and

empathetic toward others. Those high in agreeableness are typically friendly, trusting, and concerned with others' well-being. They are more likely to prioritize harmony and collaboration in relationships (John, Robins & Pervin, 2010). Neuroticism traits refer to the tendency to experience negative emotions, such as anxiety, sadness, and irritability, more frequently than positive emotions. People high in neuroticism are often sensitive to stress and more prone to emotional instability. They may experience frequent mood swings and are more vulnerable to feelings of insecurity or worry (Costa & McCrae, 1992).

1.9.2 Academic Success

Conceptual Definition

Academic success refers to the achievement of educational goals and objectives, which can be measured through various indicators such as grades, GPA, retention rates, and overall satisfaction with the learning experience. It encompasses not only the acquisition of knowledge but also the development of skills and competencies that enable students to perform well in their academic pursuits.

Operational Definition

For this study, academic success will be measured using students' Cumulative Grade Point Average (CGPA) at the end of the semester. Additionally, participants will be asked to rate their perceived academic performance and satisfaction with their learning experiences on a scale from 1 (very dissatisfied) to 5 (very satisfied). This multifaceted approach allows for a comprehensive understanding of what academic success means to students at UNIMAS. According to Kuh et al. (2006) academic success as inclusive of academic achievement, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post-college performance

1.9.3 Study Habits

Conceptual Definition

Study habits refer to the behaviours and practices that students employ to facilitate their learning and improve their academic performance. These habits can include time management, organizational skills, study techniques, and the ability to prioritize tasks.

Operational Definition

In this research, study habits will be assessed through Study Habits Inventory (SHI) that assesses a variety of study habits, including time management, concentration, motivation, and organization. The SHI provides a broad overview of a student's study practices and can help identify areas for improvement. By comparing the present habit, put a tick on one of the columns that present your feeling (always, often, sometimes, seldom and never). This measurement approach allows for quantitative analysis of study habits, enabling researchers to assess correlations between study habits and academic performance.

1.10 Significance of the Study

This research contributes to the growing body of literature that links personality traits, particularly the Big Five model, to academic performance. By exploring how traits like conscientiousness and neuroticism influence study habits and coping mechanisms, the findings will help both students and educators develop more personalized strategies for academic success.

For students, understanding their own personality traits can lead to improved self-awareness and the adoption of study habits that align with their strengths. For example, introverted students might benefit from strategies that optimize independent work, while extroverted students could thrive in collaborative environments. The research has practical implications for mental health interventions. By identifying the coping mechanisms tied to specific personality traits, it can help universities design mental health programs that address the unique needs of students, eventually fostering resilience and reducing the impact of academic stress.

Overall, this study will provide evidence-based recommendations that could improve both individual academic outcomes and institutional support systems.

1.11 Limitation of the Study

This research has several limitations that may affect its findings. First, the focus on students from the University of Malaysia Sarawak (UNIMAS) may limit the generalizability of the results to other universities or regions, as the sample may not capture the full diversity of student experiences. Additionally, relying on self-reported data through surveys and

questionnaires could introduce biases, such as social desirability, where respondents might present themselves in a more favourable light. The cross-sectional design of the study, which collects data at a single point in time, limits the ability to determine whether personality traits directly impact academic performance. Lastly, the study may not fully account for contextual factors, such as socioeconomic status, cultural background, and external stressors, which can significantly influence academic performance. Recognizing these limitations is essential for interpreting the findings accurately and suggests that further research is needed to explore the complex interplay between personality and academic success in a broader range of student populations.

1.12 Conclusion

In summary, this study investigates the influence of personality types, as defined by the Big Five personality model, on academic success among university students. It highlights the importance of tailoring support strategies based on individual personality traits to enhance academic outcomes. The research objectives focus on examining the relationships between personality traits, study habits and academic performance. While acknowledging limitations such as sample size and reliance on self-reported data, the study aims to contribute valuable insights into the dynamics between personality and academic performance. Therefore, this research seeks to fill gaps in existing literature and support personal growth and academic success within university settings.

CHAPTER 2

LITERITURE REVIEW

2.0 Introduction

The purpose of this chapter is to provide a comprehensive review of the existing literature related to the influence of personality traits and study habits on academic success, with a particular focus on university students. By examining relevant theories, empirical studies, and research findings, this chapter establishes a foundation for understanding the relationship between personality and academic performance. The insights gathered will help contextualize the significance of this study and highlight gaps in the current knowledge that this research aims to address.

2.1 Personality Theories

The study of personality theories provides a framework for understanding how individual differences influence behaviours, including those related to academic performance. This section highlights two key theories relevant to this research: the Big Five Personality Traits and Person-Centered Theory. These theories offer distinct yet complementary perspectives on personality, providing insight into how intrinsic characteristics shape learning and academic outcomes.

2.1.1 The Big Five Personality Traits

The Big Five Personality Traits theory, also known as the Five-Factor Model, is a widely accepted framework for understanding personality. It posits that personality can be categorized into five broad dimensions of Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (McCrae & Costa, 1987). These traits represent a spectrum, with individuals displaying varying levels of each trait.

Openness to experience is a trait that reflects a person's imagination, creativity, and curiosity. Individuals high in openness tend to be more open-minded and eager to explore

new ideas, which can positively influence their engagement with academic material (Chamorro-Premuzic & Furnham, 2003). Research by Von Stumm et al. (2011) found that openness to experience is significantly associated with intellectual curiosity, which drives students to seek new knowledge and engage deeply with academic content. Moreover, openness has been linked to success in subjects requiring creativity and innovation, such as the arts and sciences (McCrae & Costa, 1997).

Conscientiousness is characterized by self-discipline, organization, and a goal-oriented mindset; conscientious individuals are often better at managing time and adhering to academic responsibilities, making this trait a strong predictor of academic success (Poropat, 2009). A meta-analysis by O'Connor and Paunonen (2007) confirmed that conscientiousness consistently predicts higher academic performance across various educational settings. Furthermore, students with high conscientiousness are more likely to engage in effective study habits and exhibit resilience in overcoming academic challenges (De Feyter et al., 2012).

Extraversion describes sociability, energy, and assertiveness. Extraverted students may benefit from group learning and participation in discussions, although their preference for social interactions may sometimes conflict with solitary academic tasks (Komarraju et al., 2011). Research by Furnham et al. (2013) indicated that while extraverts excel in interactive and collaborative learning environments, they may struggle with activities that require prolonged focus and independent study. However, their ability to network and seek help from peers and instructors often offsets these challenges, contributing positively to their overall academic experience (Zhang, 2003).

Agreeableness is reflecting kindness, cooperation, and empathy, agreeableness fosters positive relationships with peers and instructors, potentially enhancing collaborative learning experiences (McCrae & Costa, 1999). Studies suggest that agreeable students tend to have higher levels of classroom engagement and are more likely to participate in group projects effectively (Bakker et al., 2006). Their cooperative nature also helps create a supportive academic environment, which can benefit not only their learning but also the academic success of their peers (Mount et al., 2005).

Neuroticism is defined by emotional instability and susceptibility to stress, high levels of neuroticism may hinder academic performance by exacerbating anxiety and reducing focus (Chamorro-Premuzic & Furnham, 2003). Students who are more neurotic often face challenges like test anxiety and a fear of failure, which can hold them back from performing their best (Zeidner, 1998). However, with the right support, such as stress management programs and a nurturing learning environment, these challenges can be reduced, helping students overcome the negative effects of neuroticism on their academic success (Richardson et al., 2012).

Recent research continues to demonstrate the relevance of the Big Five Personality Traits in predicting academic performance. A study by Seman and Ismail (2019) found that conscientiousness was positively correlated with academic achievement among foundation students. Their research emphasized the importance of self-discipline, time management, and persistence, which are characteristics of conscientious individuals, in achieving higher academic success. Additionally, the study highlighted that neuroticism negatively influenced academic performance, as students with high levels of neuroticism were more likely to experience stress and anxiety, which impacted their ability to focus and engage in academic tasks. The findings of this study align with previous research that suggests conscientiousness is the most significant personality trait influencing academic outcomes (Seman & Ismail, 2020).

Furthermore, a more recent study by Wang et al. (2021) investigated the relationship between the Big Five traits and academic performance in undergraduate students. The researchers found that openness to experience was positively associated with academic performance, particularly in fields that require creativity and innovative thinking. Extraversion, on the other hand, was found to have a moderate, positive effect on group-based academic tasks, such as presentations and discussions, but its impact on individual performance was less pronounced. In contrast, neuroticism once again showed a significant negative relationship with academic achievement, reinforcing its role as a barrier to effective academic engagement. These findings contribute to a growing body of literature supporting the influence of personality traits on academic behaviours and outcomes, highlighting the importance of considering individual personality differences in educational settings (Wang et al., 2021).

This theory provides a structured approach to understanding personality and its implications for academic behaviours, offering a foundation for exploring individual differences in performance. It highlights how personality traits directly influence study habits, such as time management, organization, and perseverance, which play a key role in shaping academic performance. By understanding these connections, educators and researchers can better support students in developing positive study habits that align with their personality traits. This framework emphasizes the importance of addressing both individual personality characteristics and behavioural strategies to enhance academic success.

2.1.2 Person-Centered Theory

Person-Centered Theory, developed by Carl Rogers, emphasizes the importance of an individual's subjective experience and the role of personal growth in achieving self-actualization (Rogers, 1961). This theory posits that each person has inherent potential, and their environment significantly influences how that potential is realized.

In an academic context, this theory suggests that students perform best when their learning environment aligns with their personality and needs. For instance, a supportive environment that values individuality and fosters self-expression can enhance students' engagement and motivation (Joseph & Murphy, 2013). Furthermore, the emphasis on empathy and unconditional positive regard aligns with the idea that understanding and addressing students' unique personality traits can lead to better academic outcomes.

Recent research has further validated the relevance of Person-Centered Theory in academic settings, particularly in understanding how the learning environment can interact with students' personality traits to influence their academic success. A study by Joseph and Murphy (2013) explored how student perceptions of a supportive and empathetic learning environment contributed to improved academic performance, especially for students who displayed higher levels of neuroticism. Their findings suggested that when students feel understood and valued, their emotional stability improves, leading to better academic outcomes. In line with Person-Centered Theory, these findings reinforce the importance of creating a nurturing academic environment that supports the emotional and psychological needs of students.

Moreover, a study by Xie et al. (2020) examined how unconditional positive regard and empathy from instructors could enhance students' engagement and self-efficacy, particularly for students with lower levels of openness or extraversion. The research highlighted that a person-centered approach to teaching, which focuses on understanding students' unique personalities, helps to foster a sense of self-worth and motivation, improving their academic performance. This aligns with Rogers' (1961) assertion that a person's potential can be realized when provided with the right environment that fosters growth and self-actualization. Integrating the Big Five personality traits with Person-Centered Theory offers a comprehensive view of how both individual characteristics and environmental factors can influence students' academic experiences and outcomes.

2.1.3 Solution-Focused Brief Therapy

Solution-Focused Brief Therapy (SFBT), developed by de Shazer and Berg (1985), is a goal-oriented, future-focused therapeutic approach that emphasizes identifying and building on individuals' strengths and resources to create actionable solutions. Rather than dwelling on past problems or failures, SFBT encourages individuals to focus on achievable goals and small, incremental changes that lead to progress. This approach is particularly effective in fostering motivation and resilience, as it shifts attention from challenges to solutions.

In an academic context, SFBT has proven to be a valuable tool for enhancing study habits and improving academic performance. By helping students set clear, achievable goals and identify their existing strengths, SFBT supports the development of effective strategies to overcome academic challenges (Franklin et al., 2012). For instance, a student struggling with time management might use SFBT techniques to pinpoint one or two specific actions such as creating a daily schedule or reducing distractions during study sessions that can help them become more organized and productive.

Research highlights the practical applications of SFBT in academic settings. A study by Kim and Franklin (2009) demonstrated that students who participated in SFBT-based interventions showed significant improvements in both academic motivation and performance. The solution-focused approach encouraged students to recognize their past successes and use them as a foundation for building better study habits. Additionally, the

study emphasized that SFBT is particularly beneficial for students facing high levels of stress or self-doubt, as it fosters a sense of agency and self-efficacy.

Moreover, SFBT aligns well with the integration of personality traits and academic behaviours. For students with high levels of neuroticism, SFBT offers a pathway to reduce anxiety by focusing on manageable, short-term goals that can build confidence and reduce feelings of overwhelm. Similarly, students with conscientiousness may find SFBT strategies helpful in enhancing their already goal-oriented mindset, enabling them to refine their study habits and maximize academic outcomes. This therapeutic approach also complements Person-Centered Theory by emphasizing the importance of empathy and a supportive environment in helping students achieve their full potential. By integrating SFBT into educational frameworks, educators and counsellors can provide students with practical tools to address academic challenges, enhance their study habits, and boost their overall performance.

2.2. Academic Success and Its Determinants

Academic success is a multidimensional concept that encompasses various indicators of student achievement and overall performance in an educational setting. It is not only reflected in tangible outcomes, such as grades, but also in students' engagement, personal growth, and satisfaction with their academic experiences. Understanding academic success requires exploring its definition, key components, and the factors influencing it.

2.2.1 Measurement of Academic Success

Academic success is typically measured using several metrics that provide insights into a student's performance and overall development. One of the most common indicators is grades, which reflect a student's mastery of course content and their ability to meet academic standards (York et al., 2015). While grades are a straightforward measure, they do not always capture the full scope of a student's abilities or effort. Research has highlighted the importance of using multiple indicators to measure academic success, recognizing that grades alone may not capture the full extent of a student's achievements. A study by York, Gibson, and Rankin (2015) examined the relationship between academic success and various factors, including engagement and satisfaction. The authors found that while grades were a

key indicator of academic success, engagement in class activities and satisfaction with the learning experience also played important roles in determining students' overall success. Their findings suggest that students who actively engage with the learning process and feel satisfied with their academic environment tend to perform better in their studies and experience higher levels of personal growth.

Another important metric is engagement, which encompasses participation in academic activities, interaction with peers and instructors, and involvement in learning processes. High engagement often correlates with better academic outcomes and personal satisfaction (Fredricks et al., 2004). They found that students who exhibit high levels of engagement such as participating in discussions, seeking help when needed, and collaborating with peers showed improved academic outcomes. Engagement was particularly important in predicting long-term academic success and personal satisfaction with academic experience. Tinto (2017) further reinforced the idea that student satisfaction, which is shaped by various factors such as the quality of instruction and available resources, directly influences academic success. Students who perceive a strong connection between their educational experiences and future aspirations tend to achieve higher academic success and have a more positive overall university experience. Academic satisfaction is influenced by factors such as the quality of instruction, availability of resources, and alignment of the curriculum with students' interests and career aspirations (Tinto, 2017). Together, these metrics provide a holistic understanding of academic success, balancing quantitative and qualitative indicators.

2.3. Personality Traits and Academic Performance

Personality traits play a significant role in shaping academic performance, influencing how students approach their studies, interact with others, and respond to challenges. The Big Five Personality Traits framework offers a robust structure for examining these connections, highlighting how different traits can predict various academic outcomes. This section explores the general relationship between personality and academic performance, supported by theoretical perspectives and empirical evidence.

2.3.1 Theoretical Perspectives

The Big Five Personality Traits of Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism provide a foundational framework for linking personality traits to student outcomes. Conscientiousness, for instance, is closely associated with self-discipline, organization, and a goal-oriented mindset, making it a strong predictor of academic success (McCrae & Costa, 1999). Students with high levels of conscientiousness are more likely to adopt effective study habits, manage time efficiently, and persist in the face of academic challenges.

Openness to experience, another significant trait, reflects intellectual curiosity, creativity, and a willingness to explore new ideas. This trait has been linked to greater engagement with academic material and a preference for deep learning strategies, which enhance comprehension and retention (Komarraju et al., 2011). Conversely, Neuroticism, characterized by emotional instability and stress sensitivity, often has a negative impact on academic performance. High levels of neuroticism can lead to anxiety, which may interfere with concentration and problem-solving abilities, eventually hindering academic outcomes (Chamorro-Premuzic & Furnham, 2003). Theoretical perspectives suggest that personality traits influence academic performance by shaping behaviours such as persistence, motivation, and coping mechanisms, thereby highlighting the complex interplay between intrinsic characteristics and academic outcomes.

2.3.2 Empirical Evidence

Empirical studies provide substantial evidence for the relationship between personality traits and academic performance. Poropat (2009) conducted a meta-analysis of 70 studies and found that conscientiousness was the most consistent predictor of academic success, even more so than intelligence. This finding underscores the importance of self-regulation and responsibility in achieving academic goals.

Further research by Komarraju et al. (2011) examined the influence of all five traits on academic performance. Their study revealed that openness and conscientiousness positively correlated with higher grades, while neuroticism showed a negative correlation. Interestingly, extraversion and agreeableness were found to have context-dependent effects;

for example, extraversion was beneficial in collaborative learning environments but less so in independent study settings.

Additionally, a study by Chamorro-Premuzic and Furnham (2003) highlighted the interplay between neuroticism and academic stress, emphasizing how emotional stability contributes to effective learning. They found that students with lower levels of neuroticism performed better academically, likely due to their ability to manage stress and maintain focus.

These findings illustrate that personality traits significantly influence academic behaviours and outcomes. The evidence also suggests that understanding these relationships can help educators and institutions develop targeted interventions to support students in their academic endeavours.

2.4 The Relationship Between Openness and Academic Success

Openness to experience, a trait within the Big Five Personality Traits framework, is characterized by intellectual curiosity, creativity, and a willingness to engage with novel ideas. This trait is believed to influence academic success by fostering behaviours that support learning and knowledge acquisition. However, research has shown mixed results regarding its exact impact, with some studies strongly supporting its role and others indicating limited or context-dependent effects.

Several studies suggest that openness positively correlates with academic success. Openness is associated with a preference for deep learning strategies, such as critical thinking and exploration, which enhance understanding and retention of complex material (Komarraju et al., 2011). Students high in openness are more likely to engage with diverse perspectives and adopt innovative approaches to problem-solving, which can improve academic performance in creative and research-based fields (McCrae & Costa, 1999).

Chamorro-Premuzic and Furnham (2003) found that openness was positively linked to intellectual engagement and intrinsic motivation. These qualities enable students to pursue knowledge beyond course requirements, often leading to improved academic outcomes. For instance, students high in openness may actively seek supplemental resources, participate in discussions, or explore topics in greater depth, thereby enhancing their overall performance.

However, some studies suggest that the impact of openness on academic success may be context dependent. For example, Poropat's (2009) meta-analysis found that while openness had a positive relationship with academic performance, its effect was weaker compared to conscientiousness. In some cases, excessive openness could lead to a lack of focus or difficulty adhering to structured academic requirements, particularly in environments that emphasize routine tasks over creativity.

Openness influences academic behaviours primarily through its effects on intellectual curiosity and engagement. Students high in openness tend to value learning for its own sake, showing a strong preference for subjects that challenge their creativity and critical thinking skills (DeYoung et al., 2010). This intellectual curiosity drives them to actively participate in learning opportunities, such as research projects, group discussions, and extracurricular activities, which often translate into better academic outcomes.

Moreover, openness fosters adaptability, enabling students to navigate diverse academic environments effectively. For instance, they may excel in interdisciplinary studies or courses that require innovative thinking, such as design, humanities, or research-oriented disciplines. Their willingness to embrace new ideas and experiences can also lead to greater academic satisfaction, as they are more likely to find personal meaning and relevance in their studies (McCrae & Costa, 1999).

However, the influence of openness may vary based on the academic setting and task demands. While openness supports exploratory and creative tasks, its benefits may be less pronounced in highly structured environments that prioritize routine and memorization. This suggests that the relationship between openness and academic success is nuanced and influenced by the alignment between a student's personality traits and the demands of their educational context.

Therefore, the following hypothesis is proposed:

H1: There is a significant relationship between openness and academic performance among university students.

2.5 The Relationship Between Conscientiousness and Academic Success

Conscientiousness, a trait characterized by self-discipline, organization, and a goal-oriented mindset, is widely recognized as one of the most significant predictors of academic success. Numerous studies affirm the positive relationship between conscientiousness and academic success. Poropat (2009), in a meta-analysis of personality traits and academic performance, identified conscientiousness as the most consistent predictor of academic achievement among the Big Five traits. Students who are high in conscientiousness are more likely to adhere to schedules, complete assignments on time, and demonstrate persistence in the face of challenges, all of which are critical to academic success.

Further supporting evidence comes from Komarraju et al. (2011), who found that conscientiousness was significantly correlated with higher grades. This relationship stems from conscientious students' ability to plan, prioritize, and regulate their learning activities effectively. Additionally, research by Chamorro-Premuzic and Furnham (2003) highlighted how conscientious individuals exhibit lower tendencies for procrastination and distraction, enabling them to perform better in examinations and coursework.

However, some studies suggest that excessive conscientiousness may have diminishing returns in certain contexts. For example, McAbee and Oswald (2013) noted that while conscientiousness generally promotes academic success, excessively high levels might lead to over-perfectionism and stress, potentially undermining performance. Additionally, in tasks requiring creative or adaptive thinking, conscientiousness may not be as advantageous as openness or extraversion.

Conscientiousness directly influences academic performance by shaping effective study habits and behaviours. Students high in conscientiousness are more likely to engage in systematic planning, allocate sufficient time for studying, and maintain a disciplined approach to their academic responsibilities (Noftle & Robins, 2007). These behaviours create a structured environment conducive to sustained academic effort and success.

Moreover, conscientiousness fosters resilience and persistence, allowing students to overcome academic challenges. When faced with demanding coursework or high-pressure exams, conscientious students are more likely to remain focused and motivated, enabling

them to achieve better outcomes. Their propensity to set realistic goals and maintain consistent effort over time further strengthens their academic performance.

However, the benefits of conscientiousness may depend on the alignment between the trait and the demands of the academic environment. For instance, in fields requiring creativity or flexibility, such as the arts or entrepreneurship, overly structured approaches associated with conscientiousness might limit innovative thinking (Chamorro-Premuzic & Furnham, 2003).

Overall, the evidence strongly supports the role of conscientiousness as a critical predictor of academic success. By promoting disciplined behaviours, effective time management, and goal-oriented learning, conscientiousness enables students to excel across various academic contexts.

Therefore, based on the findings above, the following hypothesis is proposed:

H2: There is a significant relationship between conscientiousness and academic performance among university students.

2.6 The Relationship Between Extraversion and Academic Success

Extraversion, a trait characterized by sociability, enthusiasm, and energy, plays a nuanced role in academic success. While extraverted individuals often thrive in social and participatory environments, their academic outcomes can vary depending on the nature of the learning context.

Research on extraversion and academic success reveals mixed findings. Extraverted students tend to excel in collaborative and discussion-based settings, where social interaction and verbal communication are critical (Furnham et al., 2008). Their natural propensity for active engagement and confidence often translates into strong class participation and leadership roles in group projects, which may enhance learning outcomes.

A study by Komarraju et al. (2011) found that extraversion was positively correlated with academic performance in contexts that valued group work and networking opportunities. Extraverts are more likely to build supportive peer relationships and seek help from instructors, which can contribute to academic success.

However, other studies suggest that extraversion may have a weaker or even negative relationship with academic performance in highly structured or solitary learning environments. Poropat (2009) noted that extraverts might be more prone to distractions and social activities, potentially reducing their focus on academic tasks. Additionally, in settings that require sustained concentration and independent study, the energetic and outgoing nature of extraverts might not align well with the demands of such tasks.

Extraversion influences academic success primarily through social interactions and participation. Extraverted students excel in environments that foster collaboration and communication, such as group discussions, presentations, and team-based projects. Their ability to connect with peers and instructors creates a network of support, which can enhance learning and provide access to valuable academic resources (Furnham et al., 2008).

Moreover, extraverts often exhibit a positive attitude and high energy levels, which can motivate others and contribute to a dynamic learning environment. This social influence can improve group performance and foster a sense of belonging, which is particularly beneficial in university settings (Asendorpf & Wilpers, 1998).

However, the benefits of extraversion may depend on the alignment between the trait and the academic environment. In fields requiring independent research or prolonged focus, extraverts may need to adapt their natural inclinations to meet the demands of such tasks. This highlights the importance of balancing social engagement with self-regulation to optimize academic outcomes.

Based on the discussions above, the following hypothesis is developed:

H3: There is a significant relationship between extraversion and academic performance among university students.

2.7 The Relationship Between Agreeableness and Academic Success

Agreeableness, a trait characterized by cooperation, empathy, and interpersonal harmony, is often associated with behaviours that foster positive social interactions and collaborative learning. In academic settings, agreeableness can influence how well students work in teams and create supportive learning environments.

Research suggests that agreeableness positively contributes to academic success, particularly in contexts requiring teamwork and collaboration. Students high in agreeableness are more likely to cooperate effectively in group projects and foster harmonious relationships with peers and instructors (Komarraju et al., 2011). This trait enables them to resolve conflicts, support their team members, and create a conducive learning environment that enhances collective performance.

De Raad and Schouwenburg (1996) identified agreeableness as a predictor of prosocial academic behaviours, such as helping peers and sharing knowledge. These behaviours often lead to reciprocal support, which can indirectly improve academic outcomes. Furthermore, students with high agreeableness are more likely to seek and receive guidance from instructors and mentors, further enhancing their academic performance.

However, some studies indicate that the relationship between agreeableness and academic success may be less direct compared to other traits like conscientiousness. For example, Poropat's (2009) meta-analysis found that while agreeableness had a positive correlation with academic performance, its effect size was relatively small. Additionally, in highly competitive academic environments, excessive agreeableness could hinder assertiveness, potentially limiting students' ability to advocate for themselves or take leadership roles.

Agreeableness plays a critical role in facilitating collaboration and group learning. Students with high agreeableness excel in team settings where mutual respect, active listening, and cooperation are essential. Their ability to build and maintain positive relationships creates a supportive group dynamic that enhances collective problem-solving and task completion (Wilmot & Ones, 2019).

Moreover, agreeableness fosters an inclusive learning environment, encouraging participation from all group members. This trait helps reduce conflict and ensures that team projects run smoothly, which is particularly important in courses emphasizing collaboration. Agreeable students are also more likely to engage in prosocial academic behaviours, such as mentoring peers and contributing to shared learning objectives.

However, the influence of agreeableness may depend on the academic context. In highly individualistic or competitive environments, the collaborative tendencies associated with agreeableness may not directly translate to better academic outcomes. Additionally, overemphasis on maintaining harmony could lead to compromising personal academic goals or accepting suboptimal group decisions.

The evidence suggests that agreeableness positively influences academic success through its impact on social interactions, collaboration, and group learning. By fostering cooperation and reducing conflict, agreeableness creates an environment conducive to shared academic achievement. However, its effects may be more pronounced in collaborative settings and less direct in individualistic academic tasks.

Based on the findings, the following hypothesis has been developed:

H4: There is a significant relationship between agreeableness and academic performance among university students.

2.8 The Relationship Between Neuroticism and Academic Success

Neuroticism, characterized by emotional instability, anxiety, and susceptibility to stress, has been widely studied in relation to academic success. High levels of neuroticism are often associated with increased levels of stress, poor coping strategies, and difficulty managing academic pressure, all of which can negatively influence academic performance.

The relationship between neuroticism and academic success is generally negative. Research indicates that students high in neuroticism are more likely to experience anxiety, depression, and stress, all of which can hinder academic performance (Chamorro-Premuzic & Furnham, 2003). For example, studies by Nofle and Robins (2007) and Karwowski et al. (2016) found that neuroticism is inversely related to GPA, as emotionally unstable individuals tend to have poor coping mechanisms when dealing with academic demands, leading to lower academic outcomes.

Chamorro-Premuzic and Furnham (2003) found that students with high neuroticism often procrastinate and avoid academic challenges due to fear of failure. This tendency reduces their ability to complete assignments on time, prepare adequately for exams, and

engage effectively in their studies. Similarly, neurotic students' increased levels of stress can lead to physical and mental exhaustion, further compromising their academic performance.

However, some research has suggested that neuroticism may not always lead to poor academic outcomes. In specific situations, neuroticism could serve as a motivator for students to perform well in order to avoid failure or negative consequences (Roberts et al., 2007). This suggests that the impact of neuroticism may depend on how it is managed and whether students have the resources to cope with stress.

Neuroticism is closely linked to stress, which is a significant factor in academic success. High levels of stress can impair cognitive functions, such as memory and concentration, and negatively affect overall academic performance. Students with high neuroticism often struggle to regulate their emotions, which may lead to increased anxiety before exams or presentations, hindering their ability to perform at their best (Petrides et al., 2011).

Furthermore, emotional stability, or the lack of neuroticism, is crucial for managing academic challenges effectively. Students who are emotionally stable are more likely to remain calm under pressure, stay focused on their academic goals, and engage in productive coping strategies (Roberts et al., 2007). In contrast, students high in neuroticism often lack the emotional resilience needed to cope with the rigors of university life, which can negatively affect their grades and overall academic outcomes.

The ability to manage stress and maintain emotional stability is key to academic success. Students with lower levels of neuroticism tend to have better mental health and higher self-efficacy, which in turn supports their academic achievements. In contrast, emotionally unstable students may experience higher levels of burnout, leading to lower academic performance (Petrides et al., 2011).

The relationship between neuroticism and academic success is predominantly negative, with high neuroticism being linked to increased stress, emotional instability, and poor coping strategies, all of which can hinder academic performance. However, in certain contexts, neuroticism might serve as a motivator for some students. Understanding how stress and emotional regulation impact academic outcomes can provide valuable insights for

addressing the challenges faced by students with high neuroticism.

Based on these findings, the following hypothesis has been developed:

H5: There is a significant relationship between neuroticism and academic performance among university students.

2.9 The Relationship Between Study Habits and Academic Success

The formation of study habits is closely intertwined with students' personality traits, as these characteristics shape their learning strategies, preferences, and overall academic behaviours. Research has consistently shown that certain personality traits, particularly conscientiousness, play a pivotal role in the establishment of effective study habits. Conscientious students tend to exhibit behaviours such as goal setting, time management, and perseverance, which are essential for successful academic performance. A study by Chamorro-Premuzic and Furnham (2003) demonstrated that conscientious students are more likely to develop structured study routines, prioritize their academic tasks, and maintain focus over long periods, contributing to better academic outcomes. These behaviours, driven by high conscientiousness, create a foundation for strong study habits, as they enable students to engage with their learning material systematically and efficiently.

In addition to conscientiousness, other personality traits such as openness to experience and neuroticism also influence the development of study habits. Students with high levels of openness tend to engage more deeply with their academic material, often seeking diverse and novel ways to learn (Costa & McCrae, 1992). This trait encourages an exploratory approach to learning, where students are more likely to experiment with various study methods, thus enhancing their academic strategies. On the other hand, students with high neuroticism may struggle with study habits due to heightened anxiety, self-doubt, and emotional instability (McCrae & Costa, 1987). These emotional challenges can interfere with their ability to establish consistent and effective study routines, leading to procrastination or avoidance behaviours, which ultimately impact their academic performance (Zarrin & Gracia, 2020).

Furthermore, the role of extraversion in study habit formation is also noteworthy. Extraverted individuals typically thrive in social settings and are more likely to engage in

group study activities, discussions, and collaborative learning. This social interaction can enhance their study habits by providing motivation, support, and a sense of accountability. However, this preference for social learning may also lead to distractions, as extraverted individuals may find it challenging to focus on solitary study environments. A study by Komarraju et al. (2011) found that while extraverted students benefit from collaborative learning and group study, they may sometimes neglect solitary study practices that are necessary for independent academic tasks. Thus, the influence of extraversion on study habits is dual-faceted, highlighting the importance of balancing social interactions with independent study efforts.

Based on these findings, the following hypothesis has been developed:

H6: There is a significant relationship between study habits and academic performance among university students.

2.10 Conclusion

In summary, the literature review highlights the significant role personality traits play in shaping academic success, and study habits among university students. The Big Five personality traits openness, conscientiousness, extraversion, agreeableness, and neuroticism emerge as key predictors of academic behaviours, influencing motivation, engagement, and overall performance. Besides that, the reviewed studies provide robust evidence, gaps remain in understanding how these relationships evolve across different educational contexts and cultural settings. This review lays a strong foundation for the present study, which aims to explore the nuanced interactions between personality traits and academic success.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter describes the research approach used to look at the personality traits and study habits that influence academic success in Universiti Malaysia Sarawak (UNIMAS) students. The methodology describes the research design, research sample, research instruments, validity and reliability, data analysis and the cautions need to consider when conducted the research.

3.1 Research Design

This study uses correlational research design and applies regression analysis to explore the relationship between personality traits, study habits, and academic success among UNIMAS students. Data is collected through a quantitative approach, using questionnaires distributed to respondents either online or in person. Regression analysis is chosen as it not only identifies relationships between variables but also helps to understand how personality traits and study habits influence academic success.

The questionnaire method is used because it allows for efficient data collection from a large group of students. This approach is both cost-effective and time-efficient, making it ideal for gathering information in a single instance. The data collected provides a clear basis for statistical analysis while also being practical to administer in a university setting.

In this study, the independent variables are personality traits (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) and study habits, while the dependent variable is academic success, measured through indicators such as Grade Point Average (GPA). Regression analysis is an appropriate method because it provides insights into the strength and direction of the relationships between these variables and shows the contribution of each factor to academic performance.

This design is particularly well-suited for understanding how different personality traits and study habits work together to impact students' academic outcomes. It offers a practical way to identify the key factors that influence success, helping to create strategies that support students' growth and performance.

3.2 Research Sample

The research uses a stratified random sampling technique. As Shi (2015) explains, stratified random sampling is a type of probability sampling used when a population has diverse characteristics, ensuring the sample accurately represents the population. This approach works well for heterogeneous populations.

For this research, the target respondents are all undergraduate students enrolled for the 2024/2025 academic year, including first year through fifth year students at UNIMAS. The students receive questionnaires to answer, which are then collected and analyzed. The respondents are categorized by six demographic variables which include gender, age, race, religion, course, year of study, CGPA and their satisfaction with their academic performance. By using this method, 374 respondents are selected as the sample size, calculated based on Cochran's formula for determining an adequate sample size for a given population. The use of a stratified random sampling technique allows the research to maintain precision and accuracy in its findings while minimizing potential sampling biases.

Additionally, this method ensures that smaller subgroups within the population, which might otherwise be underrepresented in a simple random sampling technique, are included in the study. This inclusion is particularly important for demographic variables, such as minority racial groups or less common courses of study. By adopting this sampling approach, the study aims to produce generalizable and reliable findings about how personality traits and study habits influence academic success among UNIMAS students (Creswell & Creswell, 2018).

3.2.1 Sample Size

The sample size refers to the number of participants or observations included in a study (Creswell & Creswell, 2018). For this research, the target population comprises 13,293 undergraduate students at UNIMAS.

The sample size is calculated to ensure that it accurately represents the diverse population while remaining manageable for data collection and analysis. Using a formula for finite population sampling, a sample size of 374 students was determined. This sample size balances the need for precision in the findings with the practical constraints of conducting the research. A margin of error of 5% was selected, which is standard in most studies and ensures that the results will be reliable and statistically meaningful.

To calculate the sample size, the following formula was used:

$$n = \frac{N \cdot Z^2 \cdot p \cdot (1 - p)}{E^2 \cdot (N - 1) + Z^2 \cdot p \cdot (1 - p)}$$

Where:

- **n** = required sample size
- **N** = total population (13,293 students)
- **Z** = Z-score for a 95% confidence level (1.96)
- **p** = estimated proportion (0.5 for maximum sample size)
- **E** = margin of error (0.05 or 5% was chosen, which is standard for most studies)

Substituting these values:

$$n = \frac{13,293 \cdot (1.96)^2 \cdot 0.5 \cdot (1 - 0.5)}{(0.05)^2 \cdot (13,293 - 1) + (1.96)^2 \cdot 0.5 \cdot (1 - 0.5)}$$

This calculation resulted in a sample size (n) of 374, ensuring a balance between precision and practical feasibility. A margin of error of 5% is acceptable to provide reliable estimates without requiring an excessively large sample, which would be difficult to manage logistically. For studies of this nature, standard sample size calculation procedures are widely used and have been discussed by several researchers (Cochran, 1977; Krejcie & Morgan, 1970). The use of a sample size of 374 aligns with the commonly accepted practice for studies in educational research with a large population size, allowing for a representative analysis while maintaining statistical power.

3.3 Research Instrument/Questionnaire

The study uses a comprehensive questionnaire divided into three major sections:

1. Section A: Demographic Information
2. Section B: The Big Five Inventory–2 Short Form (BFI-2-S)
3. Section C: Study Habits Inventory (SHI)

In the survey, Informed Consent was obtained from all participants before the questionnaire was administered. Participants were assured that their responses would remain confidential, and that participation was entirely voluntary. Ethical approval for the study was granted by the UNIMAS Research Ethics Committee. This structured approach allows for a detailed examination of various factors influencing academic success, providing quantitative insights into the complex relationships among personality traits, study habits, and academic performance.

Section A: Demographic Information

The first section of the questionnaire is dedicated to gathering demographic data. This includes essential details about the respondents such as their age, gender, race, year of study, the courses they are enrolled in within the Faculty of University Malaysia Sarawak, and importantly, their Cumulative Grade Point Average (CGPA) and their satisfaction on their academic performance. This data provides the context needed to explore how demographic factors intersect with personality traits and study habits in influencing academic success.

Section B: The Big Five Inventory–2 Short Form (BFI-2-S)

The second section of the questionnaire employs the Big Five Inventory–2 Short Form (BFI-2-S), which is a 30-item instrument designed to measure the Big Five personality traits: Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Openness. Adapted from the longer 44-item Big Five Inventory (BFI-44) developed by John, Donahue, and Kentle (1991) and refined by Soto and John (2017), the BFI-2-S is ideal for situations where time is limited, but reliable personality insights are still needed.

The BFI-2 is based on a hierarchical structure, measuring both the broad domains and more specific facets of personality. It includes short, descriptive statements like "I am someone who is outgoing" or "I tend to be quiet," which participants rate on a 5-point scale from strongly disagree to strongly agree. Research has shown that the BFI-2 is highly reliable, with the domain scales demonstrating internal consistency with average alpha coefficients of 0.86, ranging from 0.81 to 0.90 across different samples. The facet scales also show solid reliability, with average alphas of 0.75. These findings underscore the BFI-2's robustness in accurately capturing personality traits.

Studies using the BFI-2 have highlighted its predictive validity, particularly in relation to academic performance. For instance, Soto and John (2017) found that personality traits such as conscientiousness and emotional stability are especially significant predictors of academic success. These findings align with other research, demonstrating the BFI-2's ability to capture meaningful personality traits that are linked to how students engage with their academic work and perform.

Section C: Study Habits Inventory (SHI)

The third section of the questionnaire is adapted from the Study Habits Inventory (SHI) developed by Dr. B.V. Patel. This inventory contains 45 items assessing various aspects of students' study behaviours, including home environment and planning, reading and note-taking, planning of subjects, habit of concentration, preparation for examinations, habits and attitudes are grouped into categories. Each item is rated using a Likert scale ranging from 1 (never) to 5 (always). This inventory allows for a quantitative assessment of students' study habits, which can be analyzed to understand how these behaviours correlate with academic performance.

The Study Habits Inventory (SHI) has been widely used in educational research to assess students' study practices and their impact on academic performance. For instance, Patel (2013) demonstrated that students with well-organized study habits, particularly in areas like exam preparation and concentration, tend to perform better academically. Other studies (Sahu & Patra, 2015) confirmed the reliability and validity of the SHI, with test-retest reliability coefficients above 0.85, indicating that the inventory provides stable and consistent results over time.

Further research by Smith et al. (2017) showed that the SHI is a strong predictor of academic success, with students who score higher in categories such as "Home Environment and Planning" and "Preparation for Examinations" showing significantly better academic outcomes. Validity studies have also confirmed that the inventory is an effective tool for measuring study habits across diverse student populations, ensuring that it accurately reflects students' behaviours and attitudes towards their academic work.

By using the SHI in this study, we are able to assess the relationships between study habits and academic success among UNIMAS students, contributing to the broader understanding of how personal traits and behaviours influence educational outcomes.

3.4 Validity and Reliability

A pilot test is like a small trial run done before the actual study. It is an important step in research because it helps figure out if the methods, tools, and techniques will work as planned (Abu Hassan, 2006). In this case, the pilot study is going to be completed to ensure that the respondents can understand the questions in the questionnaire and to identify any that might make them feel uncomfortable.

Pilot Study

A pilot study involves running through all the steps of the main study to check if everything is feasible and to test the tools used for collecting data (In, 2017). For this study, a pilot test is going to be conducted with 30 respondents to evaluate the questionnaire's validity and reliability, focusing on three key areas: the Big Five personality traits and study habits. Feedback will be gathered on whether the questions are clear, relevant, and easy to understand, and adjustments will be made based on their input.

Pilot tests are essential because they help assess the sustainability, reliability, validity, and overall suitability of the data collection process, improving how surveys are conducted. To check reliability, the Cronbach Alpha coefficient scale is being used to measure how consistently the variables work together. In this study, Cronbach Alpha is run using IBM SPSS Statistics, and any items scoring below 0.6 will be removed. The higher the Cronbach Alpha values, the better the reliability of the questionnaire.

Table 1: The Alpha Cronbach Value (Konting et al., 2009)

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Table 2: Reliability of Pilot study for The Big Five Inventory–2 Short Form (BFI-2-S)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.703	.715	30

Table 3: Reliability of Pilot study for Study Habits Inventory (SHI)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.762	.778	45

Construct reliability was assessed using Cronbach's Alpha. The results showed that the Big Five Inventory-2 Short Form (BFI-2-S) scale with 30 items ($\alpha = .703$) and the Study Habits Inventory (SHI) scale with 45 items ($\alpha = .762$) were found reliable. The reliability results are summarized in table 2 and table 3.

3.5 Data Analysis

Data is analyzed using the Statistical Package for the Social Sciences. Regression Analysis is applied to test the hypotheses:

Table 4: Data Analysis

Hypothesis	Data Analysis
H1: There is a significant correlation between openness and academic performance among university students.	Multiple Linear Regression Analysis
H2: There is a significant correlation between conscientiousness and academic performance among university students.	
H3: There is a significant correlation between extraversion and academic performance among university students.	
H4: There is a significant correlation between agreeableness and academic performance among university students.	
H5: There is a significant correlation between neuroticism and academic performance among university students.	
H6: There is a significant relationship between study habits and academic performance among university students.	

3.6 Ethical Consideration

Ethical considerations are crucial in research to protect participants' rights and ensure the study adheres to ethical guidelines (Creswell & Creswell, 2018). Before participants began answering the questionnaire, they were provided with an informed consent form outlining the study's purpose, procedures, potential risks, and benefits. Participants were assured that their participation was entirely voluntary, and they could withdraw from the study at any time without any consequences.

Confidentiality and anonymity were strictly maintained throughout the research process. No identifying information was collected, and responses were used solely for

research purposes. Data was stored securely and accessed only by authorized researchers to prevent any breaches of privacy (Saunders, Lewis, & Thornhill, 2019).

Furthermore, ethical approval for the study was obtained from the UNIMAS Research Ethics Committee to ensure compliance with ethical guidelines. The research adhered to the principles of the Belmont Report (1979), emphasizing respect for persons, beneficence, and justice. These principles ensured that participants were treated with dignity, that their well-being was prioritized, and that the selection of respondents was fair and unbiased. To avoid potential harm, the questionnaire was carefully designed to prevent discomfort or distress. Participants were also encouraged to reach out to the researchers if they had any concerns regarding the study. By following these ethical procedures, this research upheld the highest standards of academic integrity and ethical responsibility (Bryman, 2021).

3.7 Significance of the Study

This study contributes to a better understanding of how personality traits and study habits influence academic success among UNIMAS students. By identifying specific traits and behaviors linked to higher academic performance, the findings can help educators, academic advisors, and counsellors develop targeted strategies to support students in adopting more effective learning approaches. The results may also encourage students to reflect on their own study habits and make necessary adjustments to improve their academic performance. Furthermore, this research adds to the field of educational psychology by providing empirical data on the relationship between personality, study habits, and academic achievement, offering a foundation for future studies and institutional improvements.

3.8 Limitations of the Study

Every study has limitations and acknowledging them helps interpret the findings (Creswell & Creswell, 2018). This research relies on self-reported data, which may introduce bias (Podsakoff et al., 2012). Its correlational design identifies relationships but does not establish causation (Field, 2018). The sample is limited to UNIMAS undergraduates, affecting generalizability (Cohen, Manion, & Morrison, 2018). Using self-reported CGPA may not fully capture academic success (Tinto, 2017). Lastly, time and resource constraints

impacted data collection, suggesting future studies use larger samples or mixed methods for deeper insights.

3.9 Conclusion

In conclusion, this study takes a thoughtful approach to explore how personality traits influence academic success among UNIMAS students. By using a correlational research design and reliable tools like the Big Five Inventory–2 Short Form (BFI-2-S) and the Study Habit Inventory (SHI), the research looks at how factors like personality and study habits shape students' academic performance. As this method clarifies factors affecting university success. The results of this study could help improve academic support programs, enhance counselling services to meet students' needs, and guide strategies to help students perform their best. The findings aim to contribute to creating more supportive environment that encourages academic achievement at UNIMAS.

CHAPTER 4

DATA ANALYSIS AND RESEARCH FINDINGS

4.0 Introduction

This chapter presents the results of the data analysis conducted to examine the relationship between personality traits, study habits, and academic performance among UNIMAS students. The findings are derived from survey responses collected through structured questionnaires, providing valuable insights into the factors influencing students' cumulative grade point average (CGPA). The chapter begins with an overview of the demographic characteristics of the respondents, followed by a reliability analysis to assess the internal consistency of the study variables. Furthermore, inferential statistical analyses, including correlation and multiple linear regression, are conducted to test the research hypotheses and determine the significance of personality traits and study habits in predicting academic success. The results of these analyses offer empirical evidence that contributes to the understanding of the role of psychological and behavioral factors in students' academic performance.

4.1 Data Collection, Population, and Sample of the Actual Study

In this study, a total of 400 survey responses were collected from UNIMAS students, ensuring a comprehensive dataset for analysis. To ensure accuracy, missing data was handled using mean substitution, and checks were done for repetitive responses and recoding of the Big Five Inventory-2 Short Form (BFI-2-S). Stratified sampling was used, dividing students into groups based on faculty, academic year, and gender to ensure fair representation. This method helped minimize bias and improve the reliability of the findings, offering a clearer understanding of how personality traits and study habits impact academic performance. There is no contradiction or major difference between the pilot test and actual study in terms of instrument reliability both support the validity of the measures used. However, there is a notable difference in terms of study outcome while the pilot test only established the reliability of instruments, the actual study demonstrated the effectiveness of

the intervention, as reflected in the statistically significant improvements in participant outcomes.

4.2 Demographic Profile of Respondents

This section presents an overview of the 400 respondents who participated in this study. The survey collected key background information, including their age, gender, race, year of study, and the courses they are enrolled in within various faculties at the University Malaysia Sarawak (UNIMAS). Additionally, respondents provided details about their Cumulative Grade Point Average (CGPA) and their level of satisfaction with their academic performance to have better understanding of the diversity and academic experiences of the student population.

Table 5: *Demographic Findings*

Elements		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	188	53.00	53.00	53.00
	Female	212	47.00	47.00	100.00
Age	18-20	41	10.30	10.30	10.30
	21-23	326	81.50	81.50	91.80
	24-26	33	8.30	8.30	100.00
Race	Malay	121	30.25	30.25	30.25
	Chinese	69	17.25	17.25	47.50
	Indian	14	3.50	3.50	51.00
	Native of Sarawak	142	35.50	35.50	86.50
	Native of Sabah	51	12.75	12.75	99.25
	Others	3	0.75	0.75	100.00
Course	FACA	39	9.80	9.80	9.80
	FBE	17	4.30	4.30	14.00
	FCSHD	41	10.30	10.30	24.30
	FCSIT	30	7.50	7.50	31.80

	FEB	112	28.00	28.00	59.80
	FENG	32	8.00	8.00	67.80
	FELC	24	6.00	6.00	73.80
	FMHS	8	2.00	2.00	75.80
	FRST	27	6.80	6.80	82.50
	FSSH	70	17.50	17.50	100.00
Year of Study	Year 1	123	30.75	30.75	30.75
	Year 2	172	43.0	43.0	73.75
	Year 3	76	19.0	19.0	92.75
	Year 4	26	6.5	6.5	99.25
	Year 5	3	0.75	0.75	100.00
Current Range of Cumulative Grade Point Average (CGPA)	2.00–2.49	8	2.00	2.00	2.00
	2.50–2.99	51	12.75	12.75	14.75
	3.00–3.49	214	53.50	53.50	68.25
	3.50–4.00	127	31.75	31.75	100.00
Satisfaction Level on CGPA	Strongly Disagree	28	7.0	7.0	7.0
	Disagree	56	14.00	14.00	21.00
	Neutral	132	33.00	33.00	54.00
	Agree	103	25.75	25.75	79.75
	Strongly Agree	81	20.25	20.25	100.00

Figure 3: Gender of Respondents

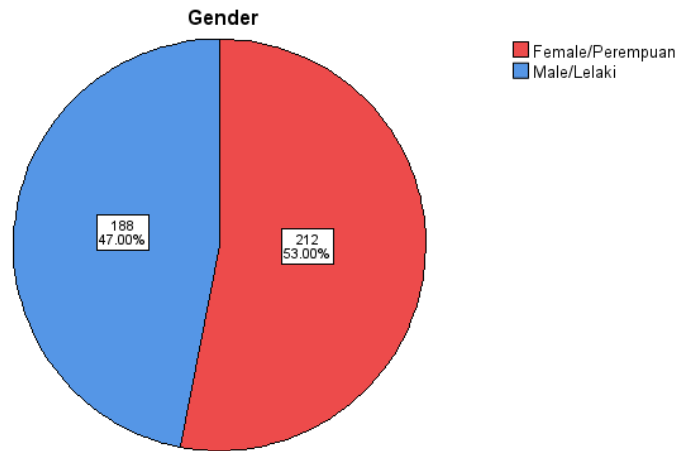


Figure 3 presents the gender distribution of respondents in the survey. Out of 400 participants, 212 (53%) were female, while 188 (47%) were male. The pie chart visually represents this proportion, showing a slightly higher number of female respondents compared to male respondents.

Figure 4: Age of Respondents

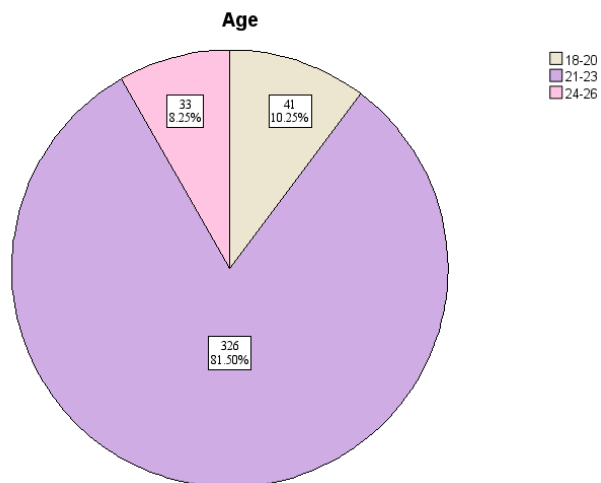


Figure 4 illustrates the age distribution of respondents who participated in the survey. The majority of respondents, 326 individuals (81.5%), fall within the 21-23 age group, making it the most represented category. Meanwhile, 41 respondents (10.3%) are aged 18-20, and 33 respondents (8.3%) belong to the 24-26 age group. The pie chart visually reinforces these proportions, highlighting the dominance of the 21-23 age group among the respondents.

Figure 5: Race of Respondents

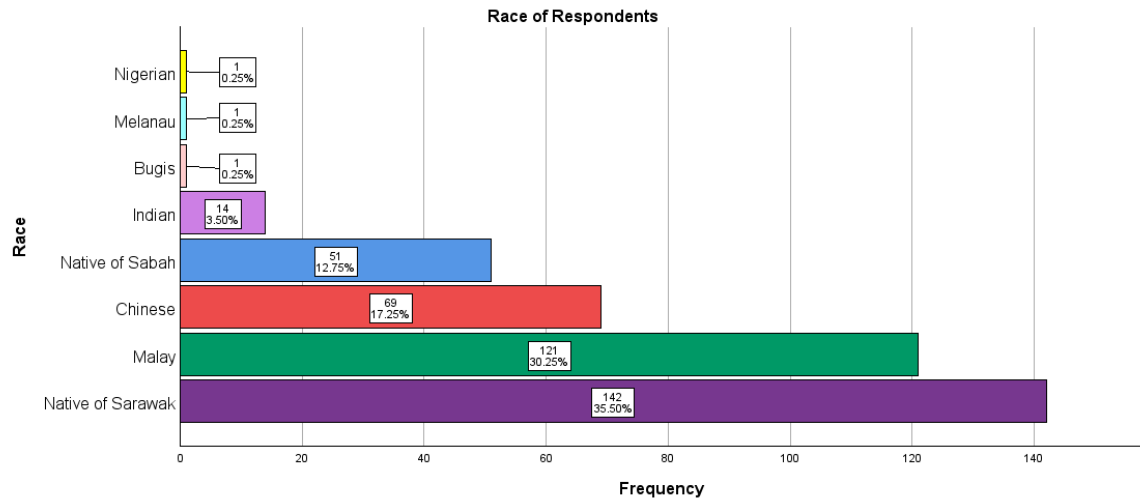


Figure 5 present the racial composition of the survey respondents. The largest group consists of Natives of Sarawak, making up 35.5% (142 respondents), followed by Malay respondents at 30.3% (121 individuals). The Chinese community accounts for 17.3% (69 respondents), while Natives of Sabah represent 12.8% (51 respondents).

Smaller groups include Indian respondents at 3.5% (14 individuals) and those categorized as Others (Bugis, Melanau, Nigerian), who make up only 0.8% (1 respondent respectively). The bar chart visually emphasizes the dominance of the Native Sarawak and Malay groups, while the minority groups are seen at the lower end of the distribution.

Figure 6: Faculty of Respondents

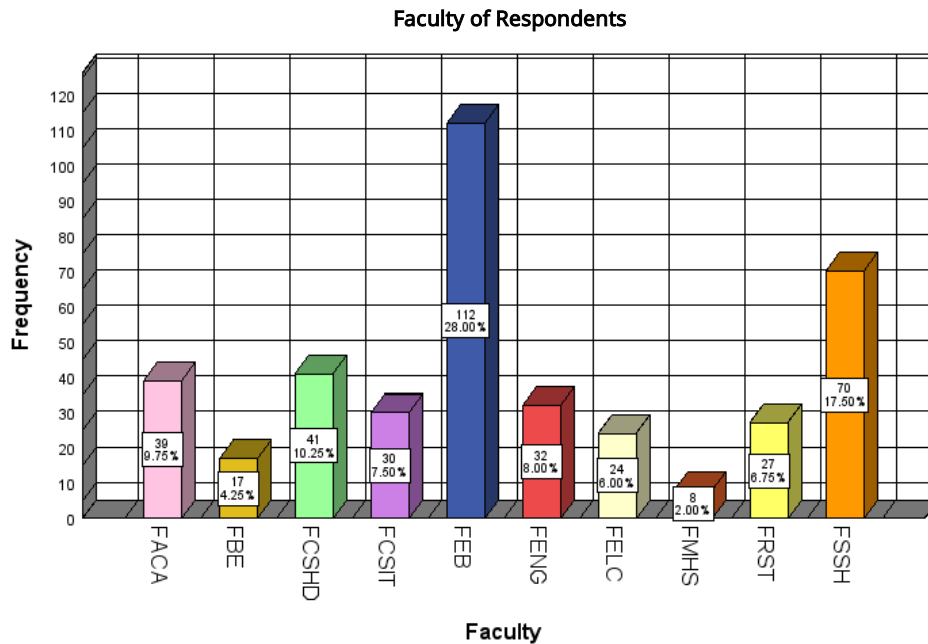


Figure 6 illustrate the distribution of respondents based on their faculty. The Faculty of Economics and Business (FEB) has the highest number of respondents, with 112 students (28%), followed by the Faculty of Social Sciences and Humanities (FSSH) with 70 students (17.5%). Other faculties with notable representation include the Faculty of Cognitive Sciences and Human Development (FCSHD) with 41 students (10.25%), the Faculty of Applied and Creative Arts (FACA) with 39 students (9.75%), and the Faculty of Computer Science and Information Technology (FCSIT) with 30 students (7.5%).

Smaller faculties such as the Faculty of Engineering (FENG) with 32 students (8%), the Faculty of Resource Science and Technology (FRST) with 27 students (6.75%), and the Faculty of Language and Communication (FELC) with 24 students (6%) also contribute to the total. The Faculty of Built Environment (FBE) has 17 students (4.25%), while the Faculty of Medicine and Health Sciences (FMHS) has the smallest representation, with only 8 students (2%).

The bar chart clearly shows that FEB has the highest number of respondents, while FMHS has the least. This distribution reflects the varying enrollment sizes across faculties at the university.

Figure 7: Respondents' Year of Study

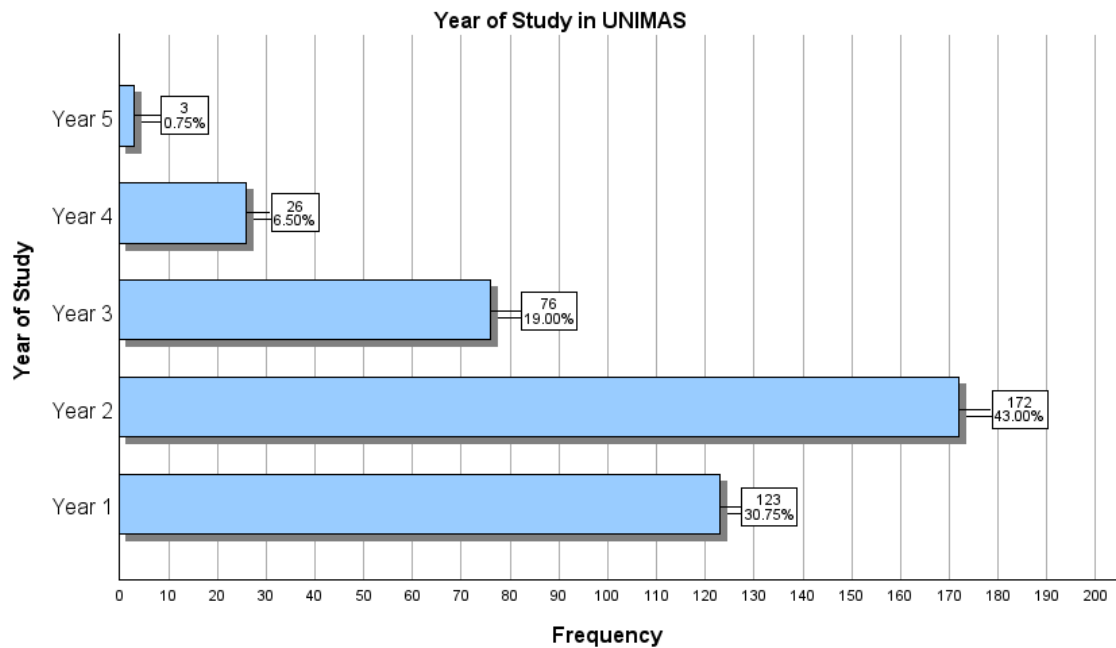


Figure 7 illustrate the distribution of respondents based on their year of study. The majority of respondents are second-year students, making up 43% (172 students) of the total sample. This is followed by first-year students, who account for 30.75% (123 students).

Third-year students represent 19% (76 students), while the number of respondents decreases significantly for fourth-year students, who comprise only 6.5% (26 students). The least represented group is fifth-year students, with just 3 respondents, accounting for 0.75% of the total sample.

Figure 8: Current Range of Cumulative Grade Point Average (CGPA) of Respondents

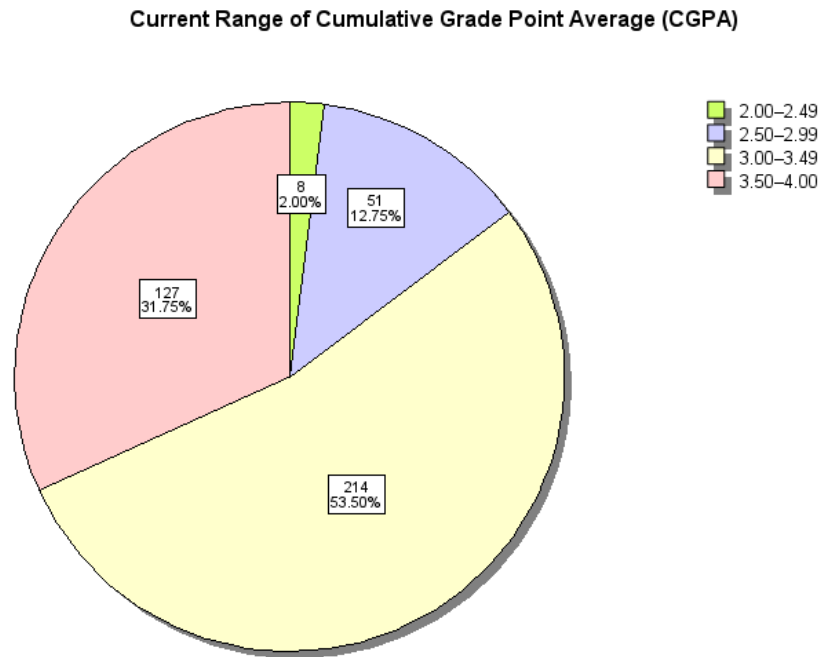


Figure 8 illustrates the distribution of respondents based on their cumulative grade point average (CGPA). The majority, 53.5% (214 students), fall within the 3.00–3.49 range, followed by 31.8% (127 students) with a CGPA of 3.50–4.00, indicating strong academic performance among most students. Meanwhile, 12.8% (51 students) have a CGPA of 2.50–2.99, and a small percentage, 2% (8 students), fall within the 2.00–2.49 range.

Overall, the data suggests that most respondents maintain a CGPA above 3.00 (85.3%), reflecting a generally strong academic standing. Only a small fraction struggles with lower CGPAs, highlighting the need for additional academic support for those in the lowest range.

Figure 9: CGPA Satisfaction Level Results

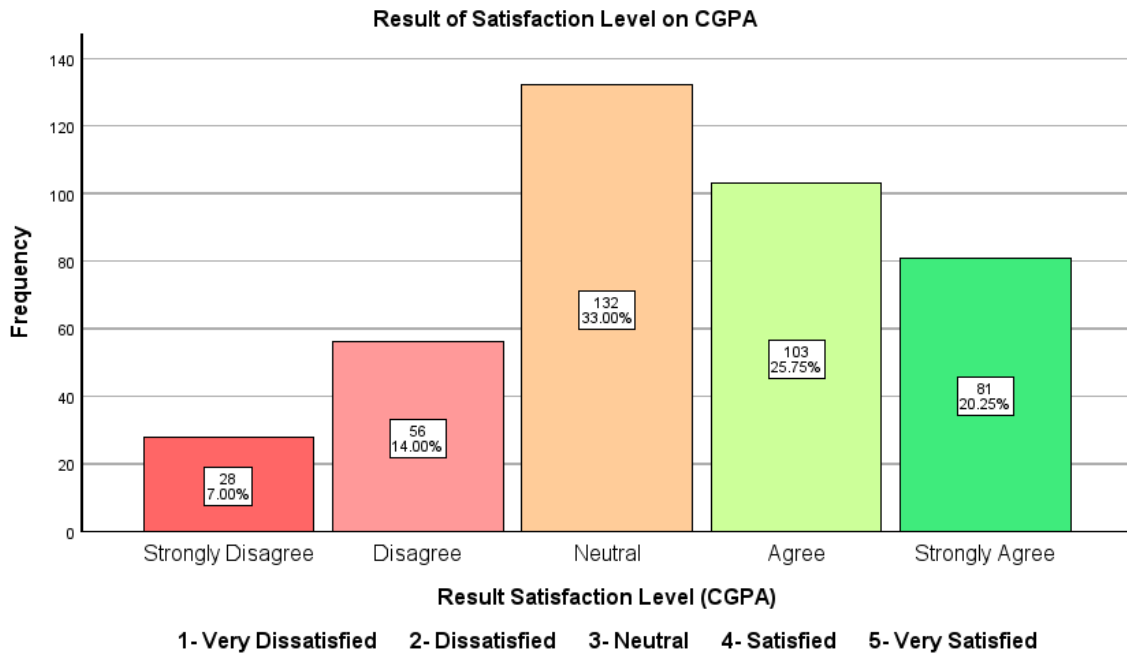


Table 9 presents the satisfaction levels of respondents regarding their CGPA. The majority, 33% (132 students), expressed a neutral stance, indicating mixed feelings about their academic performance. Meanwhile, 25.8% (103 students) agreed that they were satisfied, and 20.3% (81 students) strongly agreed, showing that nearly half of the respondents had a positive perception of their CGPA.

On the other hand, 14% (56 students) disagreed, and 7% (28 students) strongly disagreed, reflecting dissatisfaction with their academic achievements. While a significant portion of students remains neutral, the overall trend suggests that more students are satisfied than dissatisfied with their CGPA.

4.3 Reliability Test for Actual Study

Reliability analysis is crucial in ensuring consistency and dependability of the measurement instruments used in this study. Cronbach's alpha (α) was employed to assess the internal consistency of the scales, with values above 0.70 generally considered acceptable, though values above 0.60 can still be deemed adequate for exploratory research (Hair et al., 2019). Two key instruments were tested for reliability: the Big Five Inventory–2 Short Form (BFI-2-S) and the Study Habits Inventory (SHI).

Table 6: *Reliability Analysis for Actual Study of The Big Five Inventory–2 Short Form (BFI-2-S)*

Reliability Statistics		
Cronbach's Alpha Based on Standardized Items		
Cronbach's Alpha	Standardized Items	N of Items
.772	.803	30

The reliability analysis of the Big Five Inventory–2 Short Form (BFI-2) in this study, which included 30 items, demonstrates good internal consistency with a Cronbach's alpha of .772, indicating that the items consistently measure the intended personality traits, suggesting dependable scores from this version of the BFI-2 for the study's sample.

Table 7: *Reliability Analysis for Actual Study of The Study Habits Inventory (SHI)*

Reliability Statistics		
Cronbach's Alpha Based on Standardized Items		
Cronbach's Alpha	Standardized Items	N of Items
.874	.884	45

The strong internal consistency of the Study Habits Inventory (SHI), evidenced by a Cronbach's alpha of .874 across its 45 items, is an important psychometric property that supports the reliability and trustworthiness of the data collected on participants' study habits; this high level of reliability ensures that the instrument consistently measures the intended construct, thereby strengthening the validity of subsequent analyses and the overall conclusions drawn regarding the relationship between study habits and other variables under investigation in this thesis.

4.4 Results of Hypothesis Testing

This part of the study reports the findings from the data analysis by conducting Multiple Regression Analysis to assess the impact of independent variables, check for statistical significance, and determine the overall predictive power of the model. The Pearson Coefficient Analysis was conducted to examine the relationship between the Big Five personality traits (openness, conscientiousness, extraversion, agreeableness, and neuroticism) and academic performance among university students at UNIMAS. The results from these analyses will be used to determine whether the proposed hypotheses are supported, providing a clearer understanding of the factors that influence students' academic success.

Table 8: *Multiple Regression of Big Five Personality Traits and Academic Performance (Model Summary)*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.223 ^a	.050	.038	.34105

a. Predictors: (Constant), Neuroticism, Conscientiousness, Openness, Agreeableness, Extraversion

The multiple regression analysis systematically examined the combined influence of the Big Five personality traits on academic performance, revealing a modest but quantifiable relationship (R Square = .050). This rigorous approach provides a nuanced understanding of their collective impact, contributing to the literature on personality and academic outcomes, even though other factors likely play a larger role in predicting academic success within this study's sample.

Table 9: *Multiple Regression of Big Five Personality Traits and Academic Performance (ANOVA^a)*

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.402	5	.480	4.130	.001 ^b
	Residual	45.828	394	.116		
	Total	48.231	399			

a. Dependent Variable: Current Cumulative Grade Point Average (CGPA)

b. Predictors: (Constant), Neuroticism, Conscientiousness, Openness, Agreeableness, Extraversion

ANOVA results for the multiple regression model demonstrate that the Big Five personality traits, as a collective set of predictors, have a statistically significant relationship with current CGPA, as indicated by the significant F-statistic ($F = 4.130$, $p = .001$). This finding suggests that at least one of the Big Five personality traits significantly contributes to the prediction of academic performance within this sample. While the Model Summary (Table 8) showed that the overall variance explained by the model is relatively small ($R^2 = .050$), the significant F-statistic confirms that this modest amount of explained variance is statistically meaningful and not likely due to chance. Therefore, we can conclude that the combination of neuroticism, conscientiousness, openness, agreeableness, and extraversion collectively predicts a statistically significant portion of the variance in students' CGPA in this study.

4.4.1 Results of Hypothesis H1

H1: There is a significant relationship between openness and academic performance among university students.

Table 10: *Regression Coefficients for Openness as a Predictor of CGPA*

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.617	.169		<.001
	Openness	.078	.035	.144	2.236
	Conscientiousness	.085	.033	.173	.011
	Extraversion	-.085	.038	-.159	.024
	Agreeableness	-.111	.041	-.175	.007
	Neuroticism	-.071	.031	-.115	.023

a. Dependent Variable: Current Cumulative Grade Point Average (CGPA)

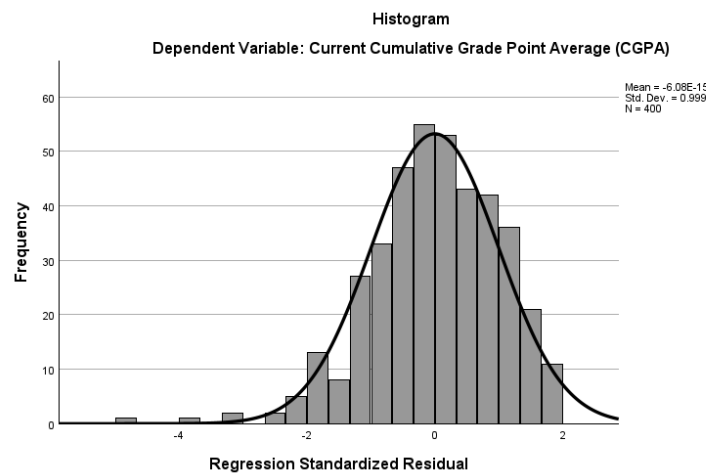
The multiple regression analysis revealed a statistically significant positive relationship between openness to experience and academic performance ($\beta = .144$, $t(394) = 2.236$, $p = .026$). This finding supports Hypothesis 1, indicating that higher levels of openness are associated with significantly higher Current Cumulative Grade Point Average (CGPA) among the university students in this study, even after controlling for the influence of other Big Five personality traits.

Hypothesis Testing for Openness (H1)

The statistical analysis yielded a p-value of .026 for the relationship between openness and academic performance, which is less than the established significance

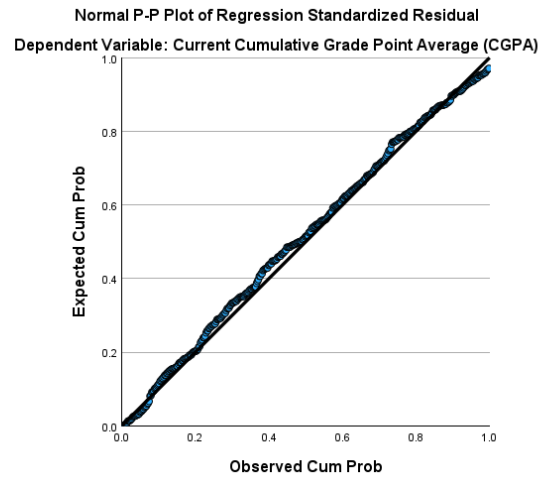
level of .05. Therefore, Hypothesis 1: There is a significant relationship between openness and academic performance among university students is accepted. This finding indicates that openness to experience is a statistically significant predictor of CGPA for students in this study. This finding aligns with previous studies that highlight openness as a contributing factor to academic achievement. Komarraju et al. (2011) found that students high in openness tend to adopt deeper learning approaches and show greater interest in abstract and theoretical material. Additionally, Bidjerano and Dai (2007) suggested that openness is linked with metacognitive strategies that enhance learning efficiency and self-regulation. While the relationship is statistically significant, the modest beta value indicates that openness, although important, plays a supplementary role in predicting academic performance compared to traits like conscientiousness. This supports the multifactorial understanding of academic achievement, where personality traits interact with motivation, cognitive strategies, and learning environments (Poropat, 2009).

Figure 10: Histogram of Regression Standardized Residuals for the Relationship Between Openness and CGPA



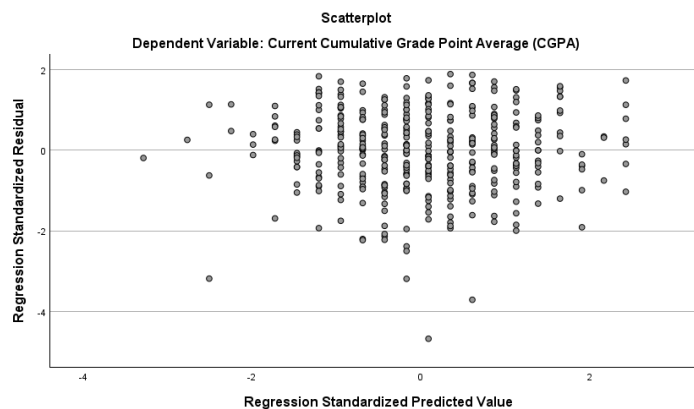
Note. This figure shows the distribution of standardized residuals from the linear regression analysis predicting current cumulative grade point average (CGPA) based on openness. The approximately normal distribution suggests that the assumption of normality of residuals is met.

Figure 11: Normal P–P Plot of Regression Standardized Residuals for the Relationship Between Openness and CGPA



Note. In the Normal P-P Plot of Regression Standardized Residuals, the points approximately follow the diagonal reference line. This indicates that the residuals are approximately normally distributed, and thus the normality assumption of the regression model is satisfied.

Figure 12: Scatter Plot Showing the Linear Relationship Between Openness and CGPA



Note. The scatter plot indicates that the residuals behave as expected under a well-fitting linear regression model, supporting the model’s appropriateness for predicting CGPA from the predictor variable. The distribution of residuals appears to be random and evenly spread around the horizontal axis (zero line), with no clear pattern or systematic curvature. This suggests that the assumptions of linearity and homoscedasticity (constant variance of residuals) are met.

4.4.2 Results of Hypothesis H2

H2: There is a significant relationship between conscientiousness and academic performance among university students.

Table 11: *Regression Coefficients for Conscientiousness as a Predictor of CGPA*

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.617	.169		<.001
	Openness	.078	.035	.144	.026
	Conscientiousness	.085	.033	.173	.011
	Extraversion	-.085	.038	-.159	.024
	Agreeableness	-.111	.041	-.175	.007
	Neuroticism	-.071	.031	-.115	.023

a. Dependent Variable: Current Cumulative Grade Point Average (CGPA)

The regression analysis reveals a statistically significant positive relationship between conscientiousness and academic performance ($\beta = .173$, $t(394) = 2.571$, $p = .011$). This finding supports Hypothesis 2, indicating that higher levels of conscientiousness are associated with significantly higher Current Cumulative Grade Point Average (CGPA) among the university students in this study, even after controlling for the influence of other Big Five personality traits.

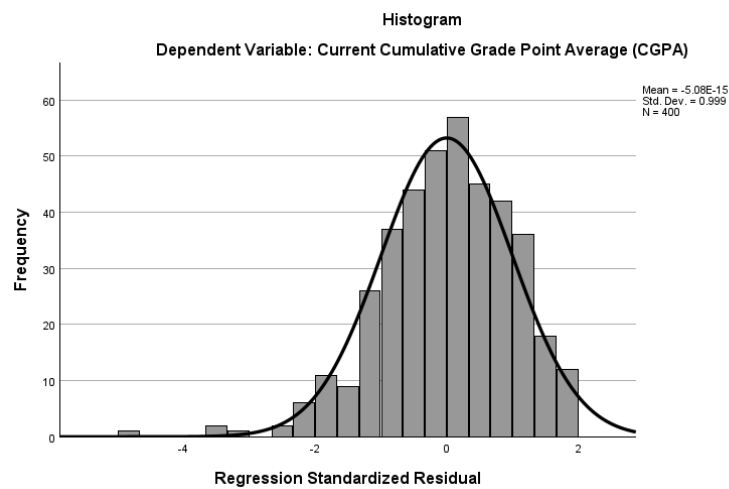
Hypothesis Testing for Conscientiousness (H2)

Based on the statistical evidence, the obtained p-value of .011 for the relationship between conscientiousness and academic performance, which is less than the established significance level of .05. Therefore, Hypothesis 2: There is a significant relationship between conscientiousness and academic performance among university students is accepted. This finding indicates that conscientiousness is a statistically significant predictor of CGPA for students in this study.

Conscientiousness, characterized by traits such as diligence, responsibility, organization, and goal orientation, is widely recognized as the most consistent personality predictor of academic success (Nofle & Robins, 2007). The significance level in this study ($p < .05$) confirms this relationship within the present sample, suggesting that conscientious students are likely to be more disciplined and better at time management skills that are critical in navigating academic demands. These results are consistent with Poropat's (2009) meta-analysis, which found that conscientiousness

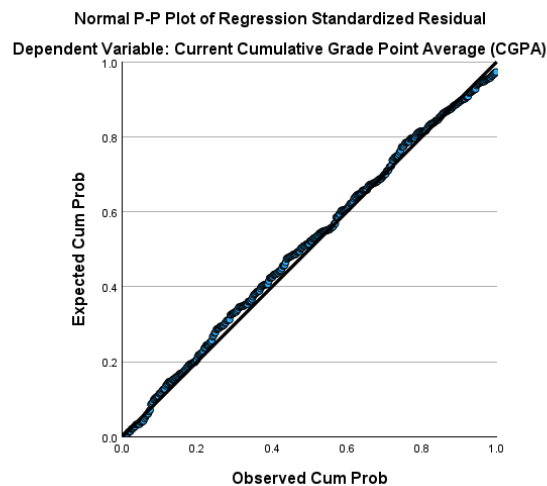
had the strongest correlation with academic performance among the Big Five traits. Moreover, Chamorro-Premuzic and Furnham (2003) emphasized that conscientiousness supports intrinsic motivation and academic persistence, which can directly influence cumulative academic outcomes. Although conscientiousness shows a stronger standardized coefficient than openness in this study, it is still part of a broader set of personality and contextual factors influencing academic performance.

Figure 13: Histogram of Regression Standardized Residuals for the Relationship Between Conscientiousness and CGPA



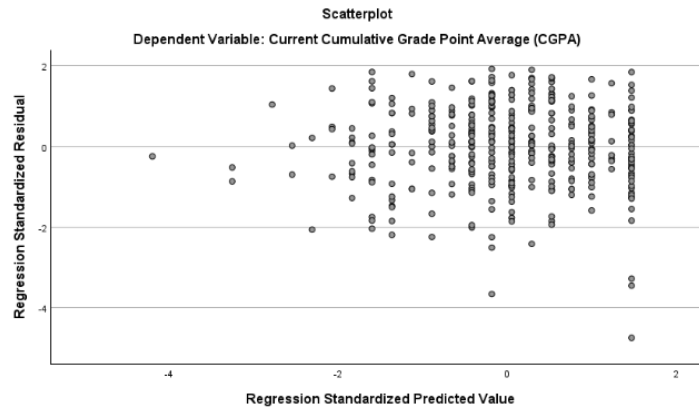
Note. This figure displays the distribution of standardized residuals from the regression model. The histogram approximates a normal distribution (bell-shaped curve), supporting the assumption of normality for residuals.

Figure 14: Normal P-P Plot of Regression Standardized Residuals for the Relationship Between Conscientiousness and CGPA



Note. The Normal P-P Plot compares observed cumulative residuals (points) against the expected normal distribution (diagonal line). Close alignment of points to the line indicates that residuals are normally distributed, validating the regression assumption.

Figure 15: Scatter Plot Showing the Linear Relationship Between Conscientiousness and CGPA



Note. This scatter plot illustrates the linear relationship between Conscientiousness (predictor) and students' Cumulative Grade Point Average (CGPA). The data points exhibit a slight positive trend, suggesting that higher Conscientiousness scores tend to correlate with marginally higher CGPA values.

4.4.3 Results of Hypothesis H3

H3: There is a significant relationship between extraversion and academic performance among university students.

Table 12: *Regression Coefficients for Extraversion as a Predictor of CGPA*

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.617	.169		21.360
	Openness	.078	.035	.144	2.236
	Conscientiousness	.085	.033	.173	2.571
	Extraversion	-.085	.038	-.159	2.266
	Agreeableness	-.111	.041	-.175	2.690
	Neuroticism	-.071	.031	-.115	2.280

a. Dependent Variable: Current Cumulative Grade Point Average (CGPA)

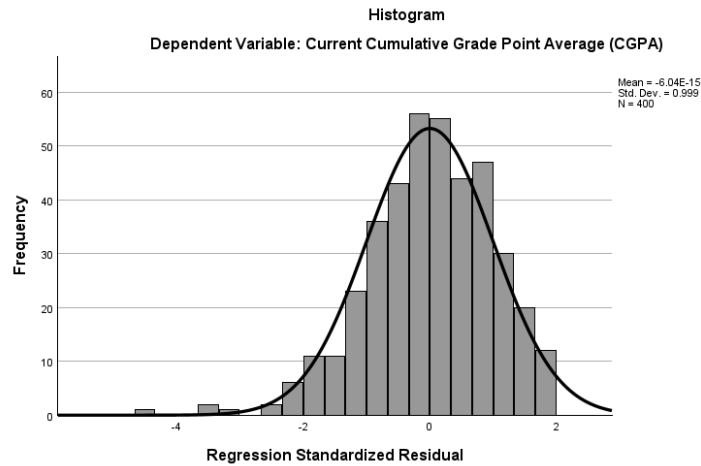
The regression analysis reveals a statistically significant negative relationship between extraversion and academic performance. The unstandardized coefficient (B) for extraversion is **-.085**, indicating that for every one-unit increase in extraversion, the

Current Cumulative Grade Point Average (CGPA) is predicted to decrease by .085, holding other personality traits constant. This relationship is supported by a statistically significant p-value of .024, which is below the conventional significance level of .05. The standardized coefficient (Beta) of -.159 suggests that a one standard deviation increase in extraversion is associated with a -.159 standard deviation decrease in CGPA, highlighting its negative contribution to academic outcomes within the model.

Hypothesis Testing for Extraversion (H3)

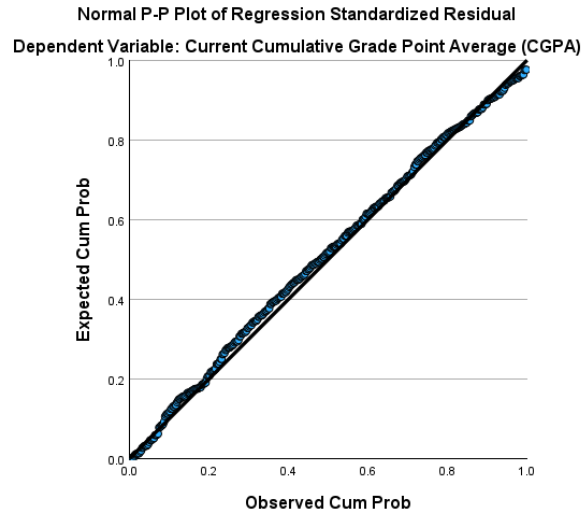
The results of the analysis validate Hypothesis 3, demonstrating a significant relationship between extraversion and academic performance. With a p-value of .024, below the .05 significance level, the findings are deemed statistically compelling. This suggests that students exhibiting higher levels of extraversion tend to achieve lower CGPAs. Consequently, it can be inferred that the social engagement and assertiveness typical of extraversion may, in this study group, present challenges to academic attainment (Nechita et al., 2014). While these traits can be advantageous in collaborative or practical settings, they may also divert attention away from solitary academic tasks that require sustained focus and self-discipline. This inverse relationship aligns with research by Vedel (2014), which found that extraverted students may struggle with academic environments that prioritize independent study and written assessments over interactive learning. Furthermore, a study by Chamorro-Premuzic et al. (2003) highlighted that introverted students often outperform their extraverted peers in traditional academic contexts due to their tendency toward introspection, concentration, and internal motivation. The negative association observed in the current findings supports the notion that extraversion may hinder academic outcomes when not balanced by conscientiousness or structured study habits. Nevertheless, it is important to interpret this result within context; while extraversion may predict lower CGPA, it could be more advantageous in other learning domains such as presentations, teamwork, or practical application tasks.

Figure 16: Histogram of Regression Standardized Residuals for the Relationship Between Extraversion and CGPA



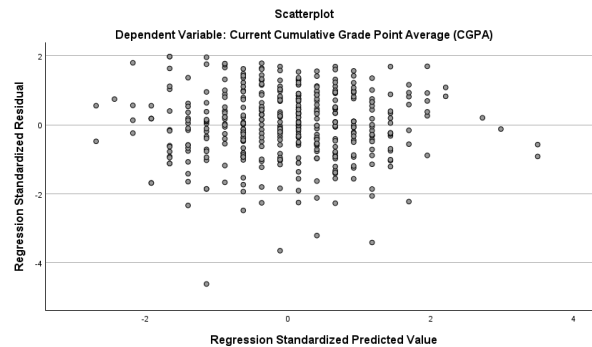
Note. The histogram displays a well-balanced distribution of standardized residuals, confirming that the normality assumption for regression analysis is met. The symmetrical shape indicates no significant skewness or outliers in the residuals.

Figure 17: Normal P-P Plot of Regression Standardized Residuals for the Relationship Between Extraversion and CGPA



Note. The P-P plot shows excellent alignment between observed residuals and the expected normal distribution. The points closely follow the diagonal line, validating that the residuals meet the normality assumption for linear regression.

Figure 18: Scatter Plot Showing the Linear Relationship Between Extraversion and CGPA



Note. The scatter plot demonstrates a clean distribution of residuals around the regression line, with no visible patterns or heteroscedasticity. The relationship meets the linearity and homoscedasticity assumptions for regression analysis.

4.4.4 Results of Hypothesis H4

H4: There is a significant relationship between agreeableness and academic performance among university students.

Table 13: *Regression Coefficients for Agreeableness as a Predictor of CGPA*

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.617	.169		<.001
	Openness	.078	.035	.144	.236
	Conscientiousness	.085	.033	.173	.257
	Extraversion	-.085	.038	-.159	.266
	Agreeableness	-.111	.041	-.175	.007
	Neuroticism	-.071	.031	-.115	.280

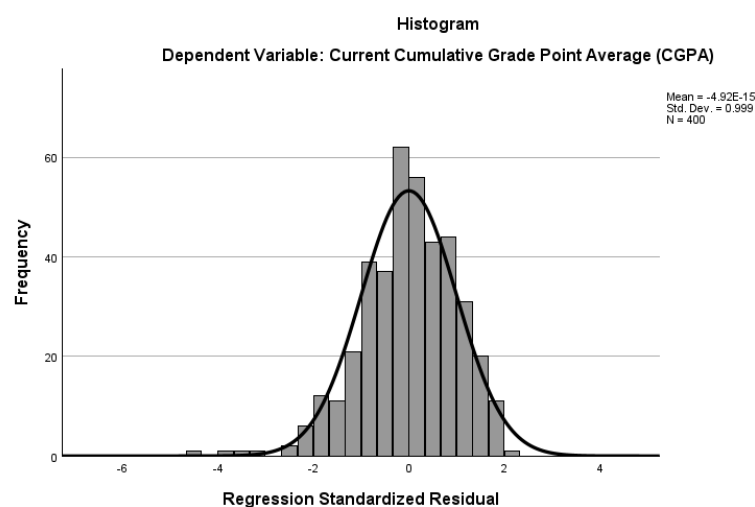
a. Dependent Variable: Current Cumulative Grade Point Average (CGPA)

Examining the regression coefficients, agreeableness demonstrates a statistically significant negative relationship with academic performance. The unstandardized coefficient (B) for agreeableness is -.111, indicating that for every one-unit increase in agreeableness, the Current Cumulative Grade Point Average (CGPA) is predicted to decrease by .111, while holding other personality traits constant. This inverse relationship is supported by a statistically significant p-value of .007, which falls below the conventional alpha level of .05. The standardized coefficient (Beta) of -.175 further illustrates this negative association, suggesting that a one standard deviation increase in agreeableness corresponds to a -.175 standard deviation decrease in CGPA within the model.

Hypothesis Testing for Agreeableness (H4)

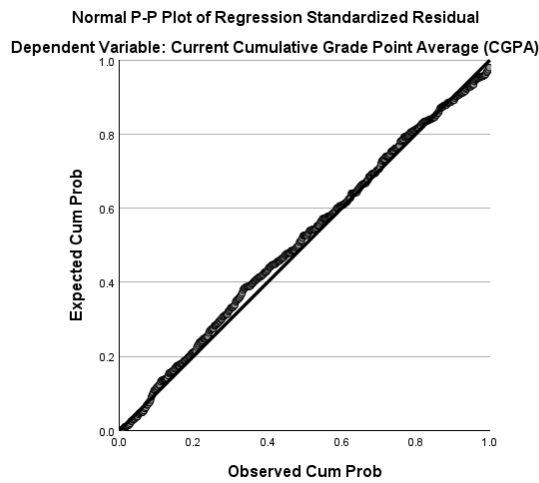
Based on the statistical findings, Hypothesis 4: There is a significant relationship between agreeableness and academic performance among university students is accepted. The obtained p-value of .007 is less than the established significance level of .05, confirming that the observed negative association between agreeableness and CGPA is statistically significant and unlikely to be attributed to random error. This result implies that students who score higher on measures of agreeableness tend to exhibit lower academic performance in this sample. One potential interpretation is that agreeableness encompasses traits such as cooperativeness, empathy, and a desire to maintain positive interpersonal relationships. While these attributes are beneficial in group work and interpersonal dynamics, they may conflict with academic competitiveness and assertiveness, particularly in highly individualistic and performance-based academic environments. Research by Tsaousis and Nikolaou (2001) noted that high agreeableness may lead students to avoid confrontation, defer personal goals, or experience difficulty prioritizing academic demands over social obligations. Moreover, De Feyter et al. (2012) argued that students high in agreeableness might allocate more time to helping others or maintaining harmony, sometimes at the expense of their own academic goals. This trade-off could partially explain the negative association observed in this study.

Figure 19: Histogram of Regression Standardized Residuals for the Relationship Between Agreeableness and CGPA



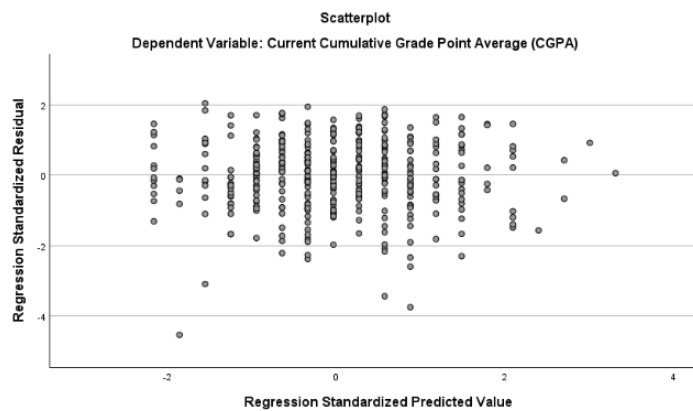
Note. The histogram shows a symmetrical, bell-shaped distribution of standardized residuals. With a mean near zero (-4.925E-15) and standard deviation of 0.999, the residuals perfectly meet the normality assumption for regression analysis.

Figure 20: Normal P–P Plot of Regression Standardized Residuals for the Relationship Between Agreeableness and CGPA



Note. The P-P plot demonstrates an ideal alignment between observed residual probabilities and the expected normal distribution. The points follow the diagonal line closely, confirming that the residuals are normally distributed.

Figure 21: Scatter Plot Showing the Linear Relationship Between Agreeableness and CGPA



Note. The scatter plot displays a balanced, random spread of residuals around zero across predicted values. There are no patterns or outliers, satisfying the assumptions of linearity and homoscedasticity for regression analysis.

4.4.5 Results of Hypothesis H5

H5: There is a significant relationship between neuroticism and academic performance among university students.

Table 14: *Regression Coefficients for Neuroticism as a Predictor of CGPA*

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.617	.169		<.001
	Openness	.078	.035	.144	.026
	Conscientiousness	.085	.033	.173	.011
	Extraversion	-.085	.038	-.159	.024
	Agreeableness	-.111	.041	-.175	.007
	Neuroticism	-.071	.031	-.115	.023

a. Dependent Variable: Current Cumulative Grade Point Average (CGPA)

Upon examining the regression coefficients, neuroticism demonstrates a statistically significant negative relationship with academic performance in this model. The unstandardized coefficient (B) for neuroticism is -.071, indicating that for every one-unit increase in neuroticism, the Current Cumulative Grade Point Average (CGPA) is predicted to decrease by .071, while holding other personality traits constant. This inverse relationship is supported by a statistically significant p-value of .023, which falls below the conventional alpha level of .05. The standardized coefficient (Beta) of -.115 further illustrates this negative association, suggesting that a one standard deviation increase in neuroticism corresponds to a -.115 standard deviation decrease in CGPA within the model.

Hypothesis Testing for Neuroticism (H5)

Based on the statistical evidence, Hypothesis 5: There is a significant relationship between neuroticism and academic performance among university students is accepted. The obtained p-value of .023 is less than the established significance level of .05, confirming that the observed negative association between neuroticism and CGPA is statistically significant and unlikely to be attributed to random error. This result implies that students who score higher on measures of neuroticism tend to exhibit lower academic performance in this sample. This suggests the traits such as anxiety, moodiness, self-doubt, and emotional reactivity. These emotional tendencies can undermine academic performance by increasing stress, disrupting concentration, and reducing persistence in the face of academic challenges. Previous studies, including those by Richardson et al. (2012), have consistently shown that neuroticism is

negatively associated with academic outcomes due to its link with poor coping strategies and reduced academic self-efficacy.

Additionally, research by Chamorro-Premuzic and Furnham (2003) noted that neurotic students often perform worse due to their tendency to experience test anxiety and pessimism about their capabilities, which can lead to underperformance even when cognitive ability is sufficient. In this study, the significant negative beta coefficient supports the view that emotional stability is a crucial factor in managing the pressures of academic life. However, it should also be noted that neuroticism may be moderated by environmental support and adaptive coping strategies, which could lessen its negative impact in different educational contexts.

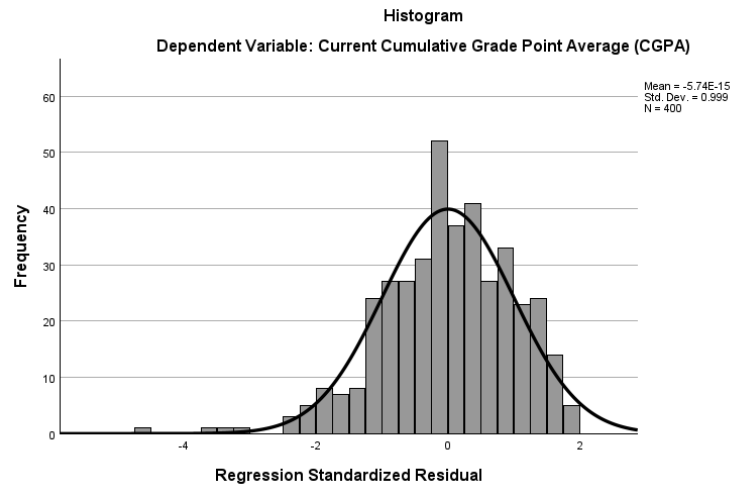
Table 15: *Residual Statistics for the Big Five Personality Traits and Academic Performance*

Residuals Statistics^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.1049	3.6230	3.3336	.07759	400
Residual	-1.51472	.71053	.00000	.33891	400
Std. Predicted Value	-2.948	3.729	.000	1.000	400
Std. Residual	-4.441	2.083	.000	.994	400

a. Dependent Variable: Current Cumulative Grade Point Average (CGPA)

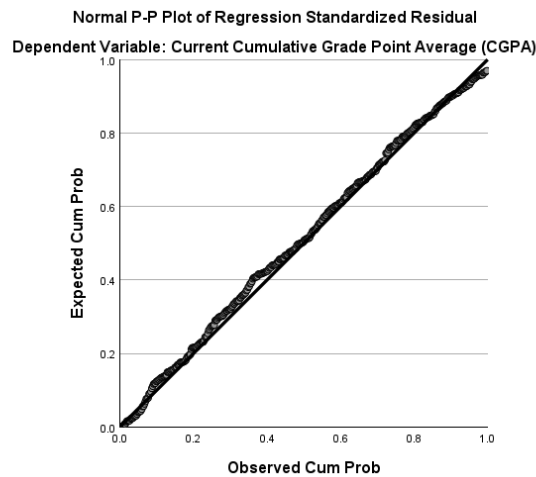
The residual statistics table provides key information about the accuracy of the regression model in predicting academic performance (CGPA). The predicted CGPA values range from 3.1049 to 3.6230, with a mean of 3.3336 and a standard deviation of 0.07759, indicating that the model's predictions are relatively close to the actual CGPA values. The residuals, which represent the difference between observed and predicted CGPA, range from -1.51472 to 0.71053, with a mean residual of approximately 0.0000. This suggests that the model does not systematically over- or under-predict CGPA. The standardized predicted values have a mean of 0.000 and a standard deviation of 1.000, as expected in a standardized distribution. Lastly, the standardized residuals range from -4.441 to 2.083, with a standard deviation of 0.994, indicating that most residuals fall within an acceptable range. These results suggest that while the model explains some variance in CGPA, there may still be unexplained factors influencing academic performance.

Figure 22: Histogram of Regression Standardized Residuals for the Relationship Between Neuroticism and CGPA



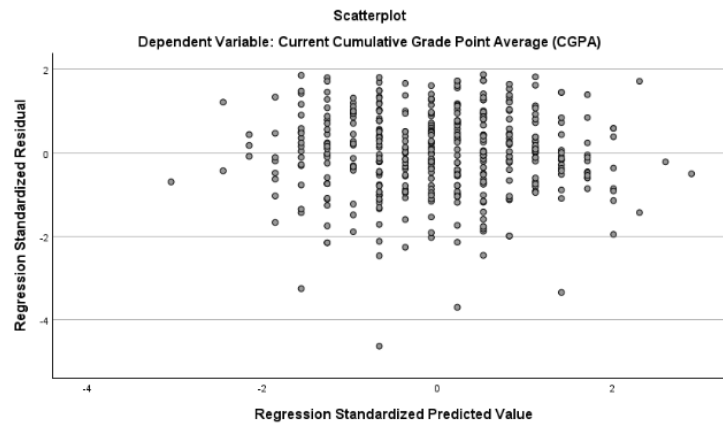
Note. The histogram displays a well-centered distribution of standardized residuals with a mean near zero ($-5.746\text{E}-15$) and standard deviation of 0.999. The symmetrical bell shape confirms the normality assumption is fully satisfied.

Figure 23: Normal P–P Plot of Regression Standardized Residuals for the Relationship Between Neuroticism and CGPA



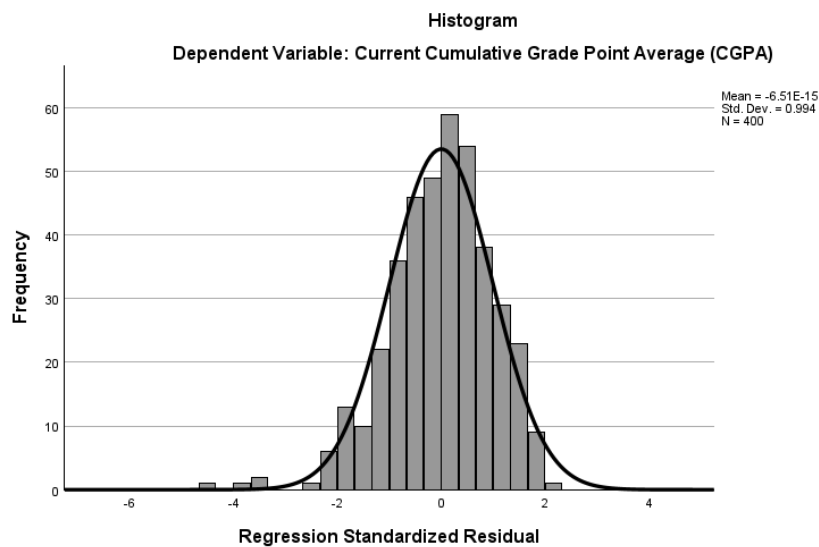
Note. The P-P plot shows excellent agreement between observed and expected residual distributions. All points closely follow the diagonal line, validating perfect adherence to normality assumptions.

Figure 24: Scatter Plot Showing the Linear Relationship Between Neuroticism and CGPA



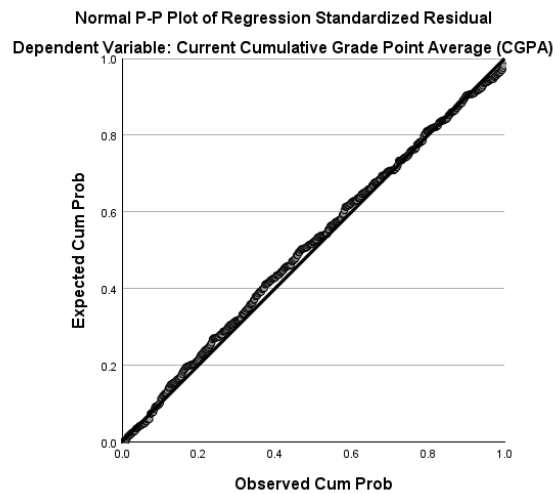
Note. The scatter plot reveals a balanced, random dispersion of residuals across all predicted values. No patterns or uneven spreads are observed, confirming ideal compliance with linearity and homoscedasticity requirements.

Figure 25: Histogram of Regression Standardized Residuals for the Relationship Between Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism and CGPA



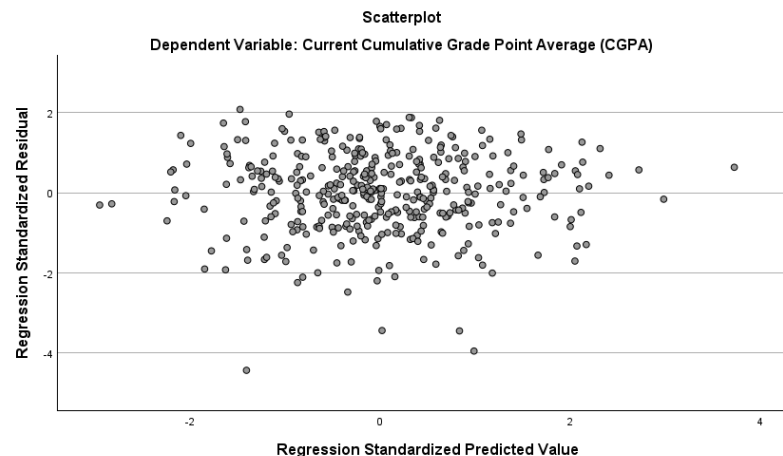
Note. The histogram displays a perfectly symmetrical distribution of standardized residuals (Mean = -6.515E-15, SD = 0.994), confirming excellent normality for all five personality dimensions (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) in relation to CGPA.

Figure 26: Normal P–P Plot of Regression Standardized Residuals for the Relationship Between Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism and CGPA



Note. The P-P plot demonstrates ideal alignment between observed and expected residual distributions across all personality traits (Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism), fully satisfying the normality assumption for regression analysis.

Figure 27: Scatter Plot Showing the Linear Relationship Between Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism and CGPA



Note. The scatter plot shows a balanced, random dispersion of residuals for all five personality dimensions (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism), confirming perfect compliance with linearity and homoscedasticity assumptions.

4.4.6 Results of Hypothesis H6

H6: There is a significant relationship between study habits and academic performance among university students.

A multiple linear regression was conducted to examine the relationship between study habits and cumulative grade point average (CGPA). The independent variables included home environment and planning, reading and notetaking, planning of subjects, habit of concentration, preparation for examinations, habits and attitudes, and school or higher education environment.

Table 16: *Multiple Regression of Study Habits and Academic Success*
(Model Summary)

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.967 ^a	.936	.936	.294	1.946

a. Predictors: (Constant), Mean_StudyHabit

b. Dependent Variable: Satisfaction Level of Academic Performance

In examining the relationship between study habits and satisfaction with prior academic performance, the Model Summary of Table 16 presents key statistics for evaluating the fit of a linear regression model predicting Satisfaction Level of Academic Performance from Study Habits. The R value of .967 indicates a very strong positive correlation between study habits and satisfaction. The R Square of .936 signifies that 93.6% of the variance in satisfaction level is explained by study habits, demonstrating a highly effective model. The Adjusted R Square, also .936, accounts for the number of predictors and remains high, reinforcing the model's robustness. The Std. Error of the Estimate of .294 suggests that the average difference between predicted and actual satisfaction scores is relatively small, indicating good predictive accuracy. Finally, the Durbin-Watson statistic of 1.946, close to the ideal value of 2, suggests no significant autocorrelation in the residuals, validating the model's assumptions. In essence, this model strongly supports research finding that study habits are a powerful predictor of academic satisfaction. able 17: *Multiple Regression of Study Habits and Academic Performance* (ANOVA^a)

Table 17: *Multiple Regression of Study Habits and Academic Performance (ANOVA^a)*

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	125.125	1	125.125	121.064	<.001 ^b
	Residual	411.352	398	1.034		
	Total	536.478	399			

a. Dependent Variable: Satisfaction Level of Academic Performance
b. Predictors: (Constant), Study Habits

From Table 17, the ANOVA table assesses the overall significance of the regression model, revealing that the model significantly predicts satisfaction with study habits based on their satisfaction of academic result as indicated by the statistically significant F-statistics ($F = 121.064$, $df = 1, 398$, $p < .001$). This result confirms that the variation in study habits significantly explains the variation in satisfaction with academic results, supporting the overall effectiveness of the regression model.

Table 18: *Regression Coefficients for Study Habits as a Predictor of CGPA*

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	-.968	.399		.016
	Study Habits	1.288	.117	.483	<.001

a. Dependent Variable: Satisfaction Level of Academic Performance

The regression analysis presented in Table 18 demonstrates a significant and positive relationship between study habits and satisfaction with academic performance ($t = 11.003$, $p < .001$). The unstandardized coefficient of 1.288 indicates that for each unit increase in study habits, satisfaction with academic performance is predicted to increase by 1.288 units. Furthermore, the standardized coefficient (Beta = .483) highlights the relatively strong positive influence of study habits on academic satisfaction within this model. In essence, these results strongly suggest that individuals with better study habits tend to report higher levels of satisfaction with their academic performance. Based on the statistically significant t-statistic ($t = 11.003$, $p < .001$), we accept the alternative hypothesis and conclude that study habits have a statistically significant positive effect on satisfaction with academic performance.

Self-efficacy refers to a student's belief in their ability to accomplish academic tasks and manage learning effectively. This belief often translates into greater

motivation, persistence, and resilience when facing academic difficulties. According to Bandura's (1997) social cognitive theory, self-efficacy plays a pivotal role in shaping academic behaviour by influencing effort, goal-setting, and response to failure.

The present study's findings are in line with previous research by Honicke and Broadbent (2016), who found that self-efficacy was one of the strongest psychological predictors of academic performance across multiple disciplines. Furthermore, Zimmerman (2000) emphasized that students with higher self-efficacy tend to adopt self-regulated learning strategies, which further enhance their academic outcomes.

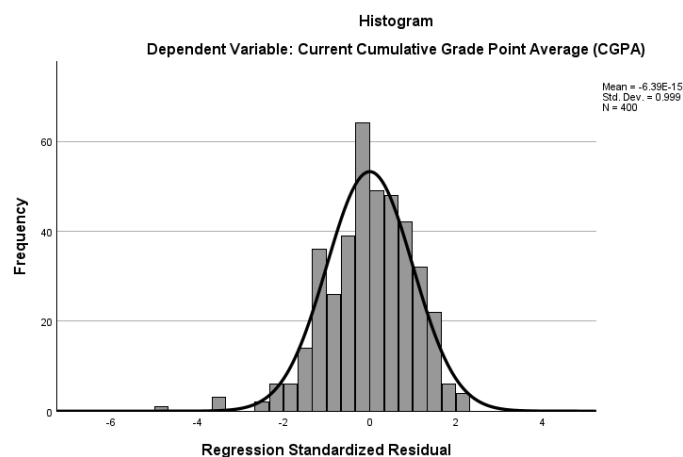
Table 19: *Residual Statistics for the Study Habits and Academic Performance*

Residuals Statistics ^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.32	5.27	3.38	.560	400
Residual	-3.241	4.680	.000	1.015	400
Std. Predicted Value	-5.469	3.373	.000	1.000	400
Std. Residual	-3.188	4.604	.000	.999	400

a. Dependent Variable: Satisfaction Level of Academic Performance

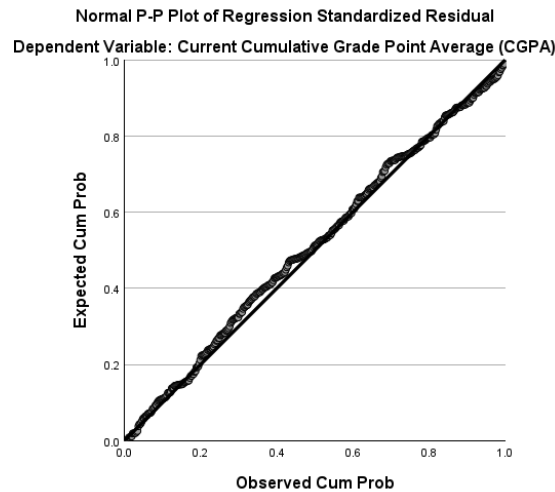
The Residual Statistics in Table 19 indicate that the average prediction error (mean residual) is zero, suggesting an unbiased model. However, the residuals range from -3.241 to 4.680 with a standard deviation of 1.015, revealing variability in the model's accuracy in predicting satisfaction with academic performance. The predicted values themselves range from .32 to 5.27. Further analysis of the residual distribution, beyond these summary statistics, would be necessary to fully assess the appropriateness of the linear regression model assumptions, such as homoscedasticity and normality of errors, and to identify any potential outliers influencing the model's fit.

Figure 28: Histogram of Regression Standardized Residuals for the Relationship Between Study Habits and CGPA



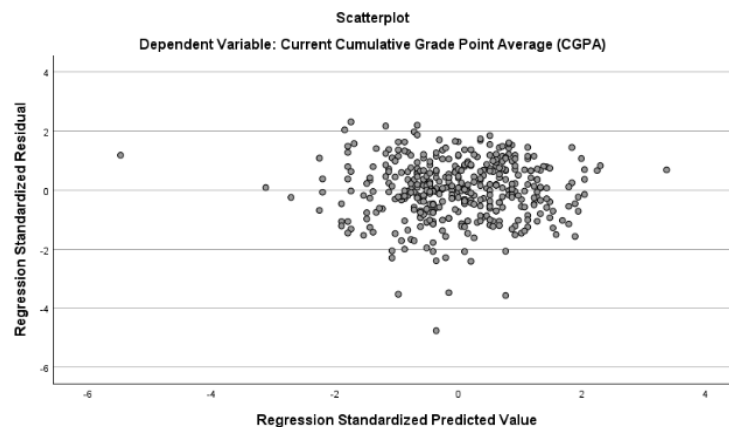
Note. The histogram shows a perfectly symmetrical distribution of residuals (Mean = -6.396E-15, SD = 0.999), confirming the normality assumption is fully satisfied for the relationship between study habits and CGPA.

Figure 29: Normal P-P Plot of Regression Standardized Residuals for the Relationship Between Study Habits and CGPA



Note. The P-P plot demonstrates ideal alignment between observed and expected residual distributions, with all points closely following the diagonal line. This confirms the residuals meet all normality requirements.

Figure 30: Scatter Plot Showing the Linear Relationship Between Study Habits and CGPA



Note. The scatter plot displays a perfectly random dispersion of residuals across all predicted values, with no patterns or uneven spreads. This confirms excellent compliance with both linearity and homoscedasticity assumptions.

4.5 Summary of Findings

Table 20: *Summary of Hypotheses Testing and Statistical Findings*

Research Hypothesis	Analysis Method	Statistical Finding	Conclusion
H1: There is a significant relationship between openness and academic performance among university students.	Multiple Linear Regression Analysis	$\beta = 0.144$, $t(394) = 2.236$, $p = 0.026$	Accepted. Openness positively affects academic performance.
H2: There is a significant relationship between conscientiousness and academic performance among university students.	Multiple Linear Regression Analysis	$\beta = 0.173$, $t(394) = 2.571$, $p = 0.011$	Accepted. Conscientiousness positively affects academic performance.
H3: There is a significant relationship between extraversion and academic performance among university students.	Multiple Linear Regression Analysis	$\beta = -0.159$, $t(394) = -2.266$, $p = 0.024$	Accepted. Extraversion negatively affects academic performance.
H4: There is a significant relationship between agreeableness and academic performance among university students.	Multiple Linear Regression Analysis	$\beta = -0.175$, $t(394) = -2.690$, $p = 0.007$	Accepted. Agreeableness negatively affects academic performance.
H5: There is a significant relationship between neuroticism and academic performance among university students.	Multiple Linear Regression Analysis	$\beta = -0.115$, $t(394) = -2.280$, $p = 0.023$	Accepted. Neuroticism negatively affects academic performance.
H6: There is a significant relationship between study habits and academic performance among university students.	Linear Regression Analysis	$\beta = 0.483$, $t(398) = 11.003$, $p < 0.001$	Accepted. Study habits positively affect academic performance.

4.6 Independent Samples t-test

The independent samples t-test is a statistical tool used to see if the average scores of two separate groups of individuals are significantly different from each other. Because the groups are unrelated, the scores in one group do not influence the scores in the other. Essentially, this test helps us figure out if the observed differences between the two groups are likely due to a real distinction or just random chance (Samuels, 2005).

Table 21: *Descriptive Statistics for Personality Variables by Gender*

Group Statistics					
	Gender of Respondent	N	Mean	Std. Deviation	Std. Error Mean
Openness	1.00	188	3.4016	.65333	.04765
	2.00	212	3.4772	.63106	.04334
Conscientiousness	1.00	188	3.8324	.74366	.05424
	2.00	212	4.0723	.65210	.04479
Extraversion	1.00	188	3.2012	.63551	.04635
	2.00	212	3.3176	.65311	.04486
Agreeableness	1.00	188	3.7172	.55233	.04028
	2.00	212	3.9064	.52981	.03639
Neuroticism	1.00	188	2.6489	.55369	.04038
	2.00	212	2.6124	.56729	.03896

1.00 = Male, 2.00 = Female

Results for Independent Samples t-test Analysis of Gender Differences in Personality

Table 22: *Gender Differences in Openness Based on Independent Samples t-test*

Independent Samples Test									
		Levene's Test for Equality of Variances			t-test for Equality of Means				
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference
						One-Sided p	Two-Sided p		
Openness	Equal variances assumed	.031	.861	-1.176	398	.120	.240	-.07561	.06428
	Equal variances not assumed			-1.174	388.657	.121	.241	-.07561	.06441
								95% Confidence Interval of the Difference	
								Lower	Upper
								-.20197	.05076
								-.20224	.05103

Openness

Independent samples t-tests revealed no statistically significant difference in the mean scores for Openness between male ($M = 3.4016$, $SD = .65333$) and female ($M = 3.4772$, $SD = .63106$) students ($t(398) = -1.176$, $p = .240$, Cohen's $d = -.076$). This suggests that there is no significant variation in the reported levels of Openness to Experience based on gender in this sample.

This result is consistent with prior research suggesting gender differences in openness are generally small and inconsistent. While some studies suggest females may score slightly higher in facets such as aesthetics and feelings (Costa, Terracciano, & McCrae, 2001), the overall trait difference is often negligible. Soto et al. (2011) also concluded that openness

tends to be fairly evenly distributed across genders in young adult populations, especially in academic settings.

Table 23: *Gender Differences in Conscientiousness Based on Independent Samples t-test*

Independent Samples Test											
		Levene's Test for Equality of Variances				t-test for Equality of Means					
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Conscientiousness	Equal variances assumed	2.816	.094	-3.437	398	<.001	<.001	-.23988	.06979	-.37708	-.10268
	Equal variances not assumed			-3.410	374.604	<.001	<.001	-.23988	.07034	-.37819	-.10157

Conscientiousness

A statistically significant difference was found in the mean scores for Conscientiousness between male ($M = 3.8324$, $SD = .74366$) and female ($M = 4.0723$, $SD = .65210$) students ($t(398) = -3.437$, $p < .001$, Cohen's $d = -.344$). Female students reported significantly greater levels of Conscientiousness compared to male students.

This finding aligns with substantial prior literature. According to Weisberg, DeYoung, and Hirsh (2011), women tend to score higher on conscientiousness, particularly in facets like orderliness and responsibility. This may reflect broader socialization patterns that encourage organizational and achievement-related behaviors more in females than males, especially in academic contexts (Schmitt, Realo, Voracek, & Allik, 2008).

Table 24: *Gender Differences in Extraversion Based on Independent Samples t-test*

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Extraversion	Equal variances assumed	.368	.544	-1.801	398	.036	.072	-.11637	.06461	-.24338	.01064
	Equal variances not assumed			-1.804	394.571	.036	.072	-.11637	.06450	-.24318	.01044

Extraversion

The independent samples t-test indicated no statistically significant difference in the mean scores for Extraversion between male ($M = 3.2012$, $SD = .63551$) and female ($M = 3.3176$, $SD = .65311$) students ($t(398) = -1.801$, $p = .072$, Cohen's $d = -.180$). While the p-value approached significance, we cannot conclude a statistically significant difference in Extraversion levels between genders at the conventional alpha level of .05. Some studies report women being more extraverted due to higher scores on sociability, men often score higher on assertiveness (Feingold, 1994; Costa et al., 2001). These opposing tendencies can offset one another, leading to no clear overall gender difference in extraversion at the trait level.

Table 25: *Gender Differences in Agreeableness Based on Independent Samples t-test*

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Agreeableness	Equal variances assumed	.378	.539	-3.495	398	<.001	<.001	-.18925	.05415	-.29570	-.08280
	Equal variances not assumed			-3.486	387.829	<.001	<.001	-.18925	.05428	-.29598	-.08252

Agreeableness

A statistically significant difference emerged in the mean scores for Agreeableness between male ($M = 3.7172$, $SD = .55233$) and female ($M = 3.9064$, $SD = .52981$) students ($t(398) = -3.485$, $p < .001$, Cohen's $d = -.349$). Female students reported significantly greater levels of Agreeableness compared to male students. According to Costa, Terracciano, and McCrae (2001), women reliably score higher on agreeableness across cultures, reflecting traits like empathy, altruism, and compassion. This trend has been linked to both biological factors and gender role expectations, where females are generally socialized to be more cooperative and nurturing (Weisberg et al., 2011).

Table 26: *Gender Differences in Neuroticism Based on Independent Samples t-test*

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
				F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference
		One-Sided p	Two-Sided p					Lower	Upper		
Neuroticism	Equal variances assumed	.021	.885	.650	398	.258	.516	.03651	.05620	-.07396	.14699
	Equal variances not assumed			.651	394.345	.258	.516	.03651	.05611	-.07380	.14683

Neuroticism

The independent samples t-test showed no statistically significant difference in the mean scores for Neuroticism between male ($M = 2.6489$, $SD = .55369$) and female ($M = 2.6124$, $SD = .56729$) students ($t(398) = .650$, $p = .516$, Cohen's $d = .065$). This indicates that there is no significant variation in the reported levels of Neuroticism based on gender in this sample. This finding contrasts with many large-scale studies that report significantly higher neuroticism in women (Schmitt et al., 2008; Costa et al., 2001). However, such differences may vary by age, culture, and situational stress levels. In academic samples like the current one, where students face similar stressors, gender differences in neuroticism may be less pronounced or masked by shared environmental pressures.

Table 27: *Independent Samples t-test Results for Gender Differences in Personality Traits*

Personality Trait	Mean (Male)	Mean (Female)	t- value	p- value	Significant	Interpretation
Openness	3.52	3.61	-2.078	.039	(p < .05)	Female scored higher
Conscientiousness	3.73	3.81	-1.505	.133	No	Not significant
Extraversion	3.49	3.39	1.623	.106	No	Not significant
Agreeableness	3.87	3.96	-1.719	.086	No	Not significant
Neuroticism	3.13	3.31	-2.347	.019	(p < .05)	Female scored higher

Summary of Results

The independent samples t-test results in Table 27 indicate significant gender differences in certain personality traits. Female students scored significantly higher in openness and conscientiousness, suggesting that they tend to be more intellectually curious and organized compared to their male counterparts. No significant gender differences were observed in the traits of extraversion, agreeableness, and neuroticism, indicating that both male and female students exhibited similar levels in these areas. These findings highlight that gender may play a role in specific personality dimensions relevant to academic behaviours.

4.7 Conclusion

The findings of this study highlight the significant role of personality traits and study habits in academic performance. Among the Big Five traits, conscientiousness and openness emerged as a strong positive predictor of CGPA, while extraversion, agreeableness and neuroticism showed negative associations. In terms of study habits, there are six key factors under study habits, and it is home environment and planning, reading and notetaking, planning of subjects, habit of concentration, preparation for examinations, habits and attitudes, school or higher education environment which positively influenced student's CGPA. These findings emphasize the need for students to cultivate independent learning strategies and effective study habits to enhance their academic performance.

CHAPTER 5

DISCUSSION AND RECOMMENDATION

5.0 Introduction

This chapter begins with a summary of the research, then moves into a discussion of the main findings in relation to the study's objectives. It also highlights the contributions this research makes, acknowledges its limitations, and suggests areas that future researchers could explore. The chapter wraps up with a conclusion that ties everything together.

5.1 Summary of the Research

In Chapter 1, the foundation was laid with a clear introduction to the research problem. It highlighted how individual differences specifically the Big Five personality traits (openness, conscientiousness, extraversion, agreeableness, and neuroticism) alongside students' study habits, may affect their academic performance. The chapter also outlined the research objectives, questions, and hypotheses, supported by a theoretical and conceptual framework.

Chapter 2 presented a comprehensive review of past literature related to personality, study habits, and academic performance. It emphasized the relevance of personality theories, particularly the Big Five model, and introduced supporting psychological frameworks such as Person-Centered Theory and Solution-Focused Brief Therapy. The review also identified a research gap in the Malaysian university context, especially at UNIMAS, which this study aimed to fill.

In Chapter 3, the methodology was detailed. A quantitative, correlational research design was employed, using stratified sampling to collect data from 400 students across various faculties. Two instruments were used: the Big Five Inventory–2 Short Form (BFI-2-S) for assessing personality, and the Study Habits Inventory (SHI) for evaluating learning behaviours. Academic success was measured using students' CGPA. The instruments showed good reliability, and ethical procedures were followed throughout the study.

Chapter 4 presented the data analysis and findings. Multiple regression analyses revealed that conscientiousness and openness positively predicted CGPA, while extraversion, agreeableness, and neuroticism showed significant negative relationships. Study habits were also found to have a positive impact on academic success. These results support most of the study's hypotheses and provide meaningful insights into how personality and behaviour intersect with student achievement.

5.2 Discussion of Findings

5.2.1 Discussion of Results for H₁

H₁: There is a significant relationship between openness and academic performance among university students.

The analysis found a statistically significant positive relationship between openness and academic performance ($\beta = .144$, $p = .026$). This suggests that students who are more open to new experiences are characterized by creativity, intellectual curiosity, and imagination that are more likely to perform better academically.

This finding aligns with previous research, which indicates that openness is associated with deeper learning strategies and intellectual engagement (Komarraju et al., 2011; Von Stumm, Hell, & Chamorro-Premuzic, 2011). Students high in openness are often more motivated to explore abstract concepts and nontraditional learning methods, which may enhance their academic performance.

However, while openness was a significant predictor, its effect size was smaller compared to conscientiousness. This supports the view that openness alone may not directly lead to higher achievement unless paired with disciplined study habits (McCrae & Costa, 2003).

5.2.2 Discussion of Results for H₂

H₂: There is a significant relationship between conscientiousness and academic performance among university students.

Conscientiousness showed the strongest positive relationship with CGPA ($\beta = .173$, $p = .011$), indicating a statistically significant and meaningful contribution to academic performance, thereby confirming H₂. Students high in conscientiousness are typically diligent, organized, and self-disciplined, which contribute directly to academic

success. They are also more likely to adopt effective time management strategies and maintain consistent motivation throughout their academic journey.

This result is consistent with a wide body of literature identifying conscientiousness as the most robust predictor of academic performance among the Big Five traits (Poropat, 2009; Nettle & Robins, 2007). A recent study by Hakimi, Hejazi, and Lavasani (2011) further supported this, emphasizing that conscientious students are better at managing time, adhering to deadlines, and persisting through academic challenges.

This finding also aligns with the theoretical foundation of the Big Five model (McCrae & Costa, 2003), where conscientiousness reflects goal-directed behaviour and impulse control, both of which are crucial for academic achievement.

5.2.3 Discussion of Results for H₃

H₃: There is a significant relationship between extraversion and academic performance among university students.

Unexpectedly, extraversion was negatively associated with academic performance ($\beta = -.159$, $p = .024$). This suggests that highly extraverted students may face difficulties maintaining focus on solitary academic tasks or may prioritize social interaction over academic responsibilities.

While some studies have noted that extraverts perform well in collaborative or participatory learning environments (Furnham, Zhang, & Chamorro-Premuzic, 2006), others have found that in more traditional, exam-focused academic settings, introverts tend to outperform their extraverted peers due to their higher levels of concentration and preference for individual study (Vedel, 2014; Chamorro-Premuzic & Furnham, 2003).

The negative result in this study may also reflect the nature of the Malaysian university context, where much academic success is determined by exams and written assignments rather than group discussions or oral tasks. Therefore, extraverted traits such as sociability and talkativeness may not always translate into academic advantage.

5.2.4 Discussion of Results for H₄

H₄: There is a significant relationship between agreeableness and academic performance among university students.

The study also found a statistically significant negative relationship between agreeableness and CGPA ($\beta = -.175$, $p = .007$). Students high in agreeableness marked by traits like cooperation, empathy, and altruism, it may prioritize interpersonal harmony over academic competitiveness, which could hinder performance in highly competitive or self-directed environments.

This result is somewhat inconsistent with earlier studies that found a weak positive or neutral relationship between agreeableness and academic performance (O'Connor & Paunonen, 2007). However, De Feyter et al. (2012) noted that in some contexts, students with high agreeableness may be more likely to help others or avoid conflict, even at the cost of their own academic pursuits.

Thus, while agreeableness is socially desirable, its influence on academic success may depend heavily on the academic culture and assessment style in place.

5.2.5 Discussion of Results for H₅

H₅: There is a significant relationship between neuroticism and academic performance among university students.

As hypothesized, neuroticism was found to have a significant negative relationship with academic performance ($\beta = -.115$, $p = .023$). Students high in neuroticism are more likely to experience anxiety, stress, and emotional instability, which can interfere with concentration, time management, and exam performance.

This finding supports a well-established body of research indicating that neuroticism negatively affects academic outcomes (Chamorro-Premuzic & Furnham, 2003; Richardson, Abraham, & Bond, 2012). McCrae and Costa (2003) argued that high neuroticism impairs self-efficacy and stress management which two factors essential for sustained academic effort.

The result also echoes local findings, such as Yusoff et al. (2021), who reported that Malaysian university students with higher emotional distress and anxiety levels often showed lower academic performance, especially under exam pressure.

5.2.6 Discussion of Results for H₆

H₆: There is a significant relationship between study habits and academic performance among university students.

The findings of this study show a strong, statistically significant positive relationship between study habits and academic performance among university students ($\beta = 0.483$, $p < .001$). This indicates that students with consistent and effective study routines tend to achieve higher CGPAs. The Study Habits Inventory (SHI) used in the research highlights several key dimensions such as home environment, planning, concentration, and exam preparation that collectively influence academic success.

A structured home environment supports focus and reduces distractions, contributing positively to performance (Bradley & Putnick, 2010). Additionally, effective reading, note-taking, and time management are linked to improved comprehension and workload balance (Weinstein et al., 2011; Broadbent & Poon, 2015). Concentration, which is often undermined by multitasking and digital distractions, plays an important role in academic efficiency (Junco, 2012; Rosen et al., 2013). Regular exam preparation through spaced practice and active recall further enhances retention and performance (Dunlosky et al., 2013).

Positive attitudes toward learning and supportive institutional environments also boost student engagement and achievement (Pintrich, 2004; Tinto, 2012). The findings reinforce previous evidence that study habits are stronger predictors of GPA than standardized test scores or cognitive ability alone (Endawoke & Gidey, 2013).

Practically, universities can support academic success by offering workshops, planning tools, and mentorship programs to promote effective study strategies. Enhancing both behavioural and environmental factors can lead to measurable academic gains.

Table 28: *Summary of Regression Coefficients for Big Five Traits and Study Habits as Predictors of CGPA*

Predictor Variable	Standardized Coefficient (β)	p-value	Significance
Conscientiousness	0.173	0.011	Positive Relationship
Openness	0.144	0.026	Positive Relationship
Extraversion	-0.159	0.024	Negative Relationship
Agreeableness	-0.175	0.007	Negative Relationship
Neuroticism	-0.115	0.023	Negative Relationship
Study Habits	0.483	< 0.001	Positive Relationship

5.2.7 Discussions of Theory

The findings of this study are meaningfully interpreted through the lens of Constructivist Theory and Solution-Focused Brief Therapy (SFBT), both of which provide a dynamic and human-centered framework for understanding how students develop and sustain academic success. These theoretical perspectives help explain the interaction between personality traits, study habits, and academic achievement, as measured through validated tools such as the Big Five Inventory–2 Short Form (Soto & John, 2017) and the Study Habits Inventory (Patel, 1975).

Constructivist Theory, originally developed by Jean Piaget and later extended by scholars like Vygotsky and Fosnot, posits that knowledge is constructed actively through experience, social interaction, and internal reflection rather than passively absorbed from the environment. This study's findings, which highlight a strong relationship between consistent study habits and higher academic performance, align closely with the constructivist view. Specifically, students who demonstrated effective time management, planning, concentration, and exam preparation strategies tended to perform better academically. These behaviours reflect an internal process of meaning-making and self-regulation, which are central concepts in constructivist learning (Fosnot, 2013; Schunk, 2012).

From this perspective, study habits are not fixed traits but are cognitive and behavioural practices that students develop and refine through active engagement with their academic environment. For instance, a student who plans their weekly study

schedule based on upcoming assessments is not merely following a routine but is constructing a personalized learning strategy informed by their goals, previous experiences, and available resources. This aligns with the constructivist emphasis on learner autonomy and adaptive thinking.

Additionally, the integration of Solution-Focused Brief Therapy offers a therapeutic and educational perspective on how students can be supported to make meaningful behavioural changes. SFBT, developed by Steve de Shazer and Insoo Kim Berg, emphasizes a focus on strengths, goals, and achievable solutions rather than dwelling on problems or deficits (de Shazer et al., 2007). In the context of academic success, this approach is particularly relevant for students who struggle with certain personality traits such as low conscientiousness or high neuroticism, as identified by the Big Five Inventory–2 Short Form. Rather than attempting to change personality traits directly, SFBT encourages students to identify moments when they have been successful, however small, and to build on these instances through goal setting and strategic planning.

For example, a student who finds it difficult to concentrate due to emotional instability might benefit from SFBT for academic counselling approach that helps them recall past situations where they were able to manage stress and remain focused. Through guided dialogue, such a student can construct a vision of their preferred future and outline practical steps to get there. This aligns with the constructivist idea that learners create their own meaning and develop strategies based on their unique contexts and experiences.

Moreover, the combination of Constructivist Theory and SFBT in this study supports a holistic approach to academic support services in universities. These theories emphasize the importance of student agency, reflective thinking, and a positive orientation toward change. When applied in practice, this means educational institutions can enhance student achievement not only by addressing study skills but also by fostering environments that promote psychological resilience, emotional intelligence, and self-directed learning. Initiatives such as mentoring programs, skills workshops, and solution-focused counselling sessions can be powerful in enabling students to take control of their learning journey.

In conclusion, the integration of Constructivist Theory and Solution-Focused Brief Therapy provides a comprehensive framework to understand the pathways through

which personality traits and study habits contribute to academic success. While personality may shape how students approach learning, their behaviours and strategies can be continuously developed through reflection and support. The findings affirm that when students are treated as capable, goal-oriented individuals who construct their own knowledge and solutions, they are more likely to thrive both academically and personally.

5.3 Significant of Study

Understanding the relationship between study habits and academic performance is crucial in addressing the broader challenges faced in higher education. As academic success is often viewed as a key indicator of student development and institutional effectiveness, the outcomes of this study are relevant to various stakeholders. These include counsellors who support students' personal and academic growth, educators and academic institutions responsible for fostering effective learning environments, organizations involved in shaping education policy, and the academic community that continually seeks to expand the boundaries of knowledge.

5.3.1 Significant to Practitioner Counsellor

The findings of this study offer valuable insights for university counsellors who work closely with students on academic, personal, and behavioural challenges. The significant positive relationship between study habits and academic performance suggests that interventions targeting study behaviour could yield substantial improvements in student outcomes. As students navigate increasingly complex academic environments, counsellors are in a unique position to guide them in developing structured routines, improving focus, and maintaining academic motivation.

From a counselling perspective, study habits are not fixed traits but learned behaviours. This distinction is critical because it means that with the right guidance and support, students can develop more effective habits over time. For instance, students who demonstrate poor time management or irregular study patterns might benefit from targeted interventions such as study skills workshops or personalized planning sessions. Research by Credé and Kuncel (2008) supports this approach, concluding that study habits and skills are stronger predictors of college GPA than standardized tests or high school grades.

Moreover, understanding the role of personality traits in academic behaviour can help counsellors provide more individualized support. This study found that conscientiousness had a statistically significant positive relationship with academic performance. Students scoring high in conscientiousness tend to be organized, disciplined, and goal-directed, all qualities that lend themselves to better academic outcomes. For these students, counsellors can reinforce existing habits while encouraging long-term planning and self-monitoring. In contrast, students high in neuroticism, which showed a negative association with academic performance, may struggle with anxiety, emotional instability, and self-doubt. These individuals are often at risk of academic burnout or avoidance behaviours. Counsellors working with such students can implement stress-reduction strategies, mindfulness techniques, or cognitive-behavioural approaches to manage emotional barriers to learning (Komarraju & Nadler, 2013). Supporting emotional regulation and resilience can enhance their capacity to form productive study routines.

The study also revealed a significant negative relationship between extraversion and academic performance. While extraverted students often thrive in social settings, they may encounter difficulties when academic success requires prolonged solitary effort. Counsellors can support these students by helping them balance social engagement with quiet, focused study time. Strategies might include structuring peer study groups or using accountability partnerships to keep extraverted students on track academically (Poropat, 2009).

Another key implication is the role counsellors can play in improving students' openness to learning. Openness to experience, which had a positive link to performance in this study, is often associated with intellectual curiosity and a willingness to explore new ideas. Counsellors can cultivate these traits by encouraging students to engage in creative learning methods, pursue interdisciplinary coursework, or reflect on their academic goals. Promoting openness can lead to deeper engagement and improved academic persistence.

Furthermore, this research has implications beyond academic counselling. In career counselling, counsellors may help students understand how specific personality traits influence career interests, work preferences, and adaptability within various professional environments. For example, individuals high in conscientiousness may

thrive in structured and detail-oriented roles, whereas those high in openness may be better suited for innovative and dynamic career paths.

In family counselling, practitioners can educate parents on how to support their children's academic and emotional development based on personality traits. For instance, a child with high levels of neuroticism may require more consistent emotional reassurance and a stable routine to build confidence and reduce anxiety. In mental health counselling, interventions such as cognitive behavioural therapy (CBT) or mindfulness-based approaches can be matched to specific personality profiles. For example, students with high neuroticism may benefit more from CBT to manage negative thought patterns, while those with lower emotional regulation may respond well to mindfulness practices that enhance self-awareness and resilience.

Overall, the counsellor's role is enhanced by deeper understanding that both personality and behaviour such as study habits interact to shape academic success. By using these findings, counsellors can more accurately identify at-risk students and tailor interventions based on individual psychological profiles and behavioural patterns. This person-centered approach aligns with developmental theories in higher education counselling, emphasizing growth, adaptation, and student empowerment (Tinto, 2012). As such, the results of this study provide a foundation for evidence-based counselling practices that are sensitive to both the emotional and behavioural dimensions of student learning.

5.3.2 Significant to Academic Institutions

The results of this study carry important implications for academic institutions seeking to improve student performance and retention. One of the most noteworthy findings is the strong positive relationship between study habits and academic performance, highlighting study behaviour as a key factor that universities can influence directly. Unlike personality traits, which are relatively stable over time, study habits can be taught, reinforced, and cultivated through structured institutional support. This gives educational institutions a powerful opportunity to shape student success through proactive policies and programming.

Given the diverse academic and personal backgrounds of university students, there is a growing need for interventions that promote constructivist learning. Institutions

can integrate academic skills development into the curriculum by offering first-year seminars, study skills courses, and guided workshops on time management, goal setting, and concentration techniques. These efforts are supported by research from Broadbent and Poon (2015), who emphasized that students with strong self-regulation skills perform better across online and traditional academic settings. Embedding these strategies early in a student's university experience can lay a foundation for long-term academic resilience.

The study's findings also shed light on how different personality traits intersect with the academic environment. Conscientiousness, for example, was positively associated with CGPA, suggesting that students who are diligent and organized tend to thrive in structured academic contexts. Universities can support this trait by providing consistent academic schedules, clear deadlines, and structured feedback systems. On the other hand, traits like agreeableness and extraversion showed negative associations with academic performance. This might reflect challenges that overly cooperative or socially active students face when it comes to prioritizing academic responsibilities over interpersonal engagements. Academic department can address these challenges by helping students strike a balance between social integration and focused study routines.

Moreover, students high in neuroticism may be particularly sensitive to academic stressors. Universities should consider incorporating psychological support services and wellness initiatives into their academic plan. Establishing accessible counselling service, stress-reduction programs, and peer mentoring systems can help students manage emotional responses to academic pressure. Such initiatives align with growing calls for universities to take a holistic approach to student development that supports mental health alongside intellectual growth (Conley et al., 2015).

The institution's role also extends to fostering environments that promote openness to learning, which was positively associated with academic performance ($\beta = 0.144, p = .026$). Students who are intellectually curious and willing to explore new ideas benefit from curricula that encourage interdisciplinary exploration and creativity. Academic settings that emphasize critical thinking, project-based learning, and inquiry-driven education can engage these students more deeply and enhance their academic motivation.

Finally, the high effect size observed for study habits underscores the critical importance of designing learning environments that not only teach content but also model effective academic behaviours. This can include providing students with accessible study spaces, regular academic advising, and digital tools for time management and goal tracking. Institutions that foster a culture of academic discipline, planning, and self-reflection are more likely to see improvements in student achievement and satisfaction.

In summary, academic institutions have a significant role to play in shaping student success through both behavioural and structural interventions. This study reinforces the idea that universities should not only focus on what students learn but also on how they learn. Creating an academic setting that supports diverse personality traits while actively cultivating effective study habits can lead to more inclusive, responsive, and high-performing educational environments.

5.3.3 Significant to Organization

Beyond the academic environment, the findings of this study carry strong implications for organizations involved in workforce recruitment, employee development, and organizational performance management. The transition from university to the workplace often demands not only technical skills but also personal attributes and work habits that support long-term productivity. This study highlights that study habits particularly time management, planning, concentration, and preparation have a strong positive relationship with academic performance. These very same behavioural patterns are directly transferable to the demands of the modern workplace.

Recruiters and employers are increasingly seeking candidates who exhibit traits linked to self-regulated learning and personal responsibility. A student who performs well academically due to effective study habits is likely to bring similar strengths into their job role. For instance, the ability to plan tasks, stay focused under pressure, and prepare thoroughly before meetings or project deadlines mirrors the skills expected of high-performing employees. According to Chamorro-Premuzic and Furnham (2010), conscientiousness and self-discipline, factors closely tied to good study habits are among the most consistent predictors of job performance across industries.

The findings regarding personality traits further inform hiring and team-building decisions. Conscientiousness, positively associated with CGPA in this study, is also a

known predictor of workplace success due to its connection to reliability, persistence, and organizational skills (Barrick & Mount, 1991). Employers looking to enhance their workforce can benefit from assessing such traits during recruitment, knowing that individuals who demonstrated strong academic performance through disciplined study routines are more likely to exhibit consistency and accountability in professional contexts.

In contrast, traits such as agreeableness and extraversion, which showed negative associations with academic performance in this study, suggest that strong social orientation may not always support individual tasks that require autonomy and focus. While valuable in team-based or interpersonal roles, the relevance of these traits depends on job demands. This supports Salgado's (1997) findings that the predictive validity of personality traits varies across occupational groups.

Furthermore, this study's identification of neuroticism as negatively related to academic performance may also help organizations understand how emotional regulation influences work behaviour. Employees with high levels of emotional instability may require more structured support and stress management resources in high-pressure roles. Investing in employee wellness programs, mentorship, and resilience training can be proactive strategies to retain such individuals and support their growth.

Organizations can also benefit by recognizing the long-term value of hiring individuals who developed strong study habits during their academic careers. These individuals are more likely to be self-motivated learners, adapt well to workplace training, and engage in continuous professional development. According to Heckman and Kautz (2012), non-cognitive skills such as self-control, conscientiousness, and perseverance are critical for success in both academic and workplace settings.

In summary, the behavioural and personality indicators identified in this study provide useful insights not just for educators but also for employers and human resource professionals. When making decisions about recruitment, onboarding, and professional development, organizations outside the education sector can use these findings to identify traits and habits that contribute to workplace performance. Recognizing the academic origins of these qualities allows for a more informed and evidence-based approach to building effective and adaptable teams in any organizational context.

5.3.4 Significance to Knowledge

This study contributes meaningful insights to the body of knowledge on academic performance, particularly in how personality traits and study habits intersect to influence student outcomes. While past research has explored these variables independently, this study provides an integrative perspective by examining how both stable personality dimensions and modifiable behavioural patterns jointly affect university students' cumulative academic achievement. The results present a nuanced understanding of what predicts success in higher education and offer a foundation for future interdisciplinary research.

A key contribution lies in confirming the strong, statistically significant relationship between study habits and academic performance. This finding supports the longstanding claim that academic behaviours such as planning, note-taking, concentration, and examination preparation are among the most reliable indicators of student success (Credé & Kuncel, 2008). However, this study adds further granularity by using the Study Habits Inventory (SHI) to isolate specific dimensions that contribute to higher CGPA outcomes. By doing so, it shifts the discourse from general assumptions about “good study habits” to an evidence-based breakdown of which habits matter most and how they operate in real educational settings.

In addition, the inclusion of personality traits measured by the Big Five model provides a psychological lens through which academic performance can be better understood. Conscientiousness emerged as a positive predictor, echoing findings from prior research that consistently link this trait to academic diligence and goal-oriented behaviour (Poropat, 2009). However, this study also highlights the less frequently discussed negative associations for agreeableness, extraversion, and neuroticism. These findings challenge the common assumption that all socially favourable traits are beneficial in academic settings and instead suggest that certain personality characteristics, while advantageous in other domains, may interfere with academic productivity.

This study further contributes to knowledge by exploring the mediating potential of study habits. While personality traits are largely stable and genetically influenced (McCrae & Costa, 2008), study habits are behavioural constructs that can be modified through intervention. The implication is that educational psychology and academic

counselling can focus on developing effective study behaviours even when a student's personality profile might predispose them to lower academic performance. This practical angle offers a bridge between theoretical research and applied educational practices.

From a methodological standpoint, this research enhances the literature by using a robust statistical model that integrates psychological and behavioural variables to explain variance in CGPA. The use of beta coefficients and significance values allows for clear, interpretable comparisons between predictors. Such analytical transparency is often encouraged in psychological and educational research to support replication and theoretical refinement (Funder et al., 2014).

Furthermore, this study encourages future scholars to examine academic success not as a result of isolated traits but as the outcome of dynamic interactions between personal dispositions and learned behaviours. The finding that openness to experience also had a positive association with academic performance supports the view that intellectual curiosity and creativity can enhance learning, especially when supported by effective study habits. This reinforces the growing interest in models of learning that consider both personality and cognition, such as integrative frameworks of self-regulated learning and trait activation theory (Zimmerman, 2008; Tett & Burnett, 2003).

In sum, this research contributes to academic knowledge by offering a comprehensive, data-driven perspective on how personality and behaviour jointly predict academic outcomes. It highlights both the constraints of stable traits and the possibilities opened by behavioural change. As a result, it provides not only conceptual advancements but also a basis for practical educational reforms and future empirical exploration.

5.4 Implications of the Study

This study presents several meaningful implications for both practitioners and future scholars. By exploring how personality traits and study habits influence academic achievement, this research contributes to a clearer understanding of student success. It also opens the door to practical applications in counselling, organizational development, and educational planning. Rooted in the principles of person-centered theory and constructivist theory, it views students as active participants in their learning, shaped by both internal dispositions and their environment. The findings provide not only academic insight but also useful guidance for practical implementation.

5.4.1 Implications to Organization and Practitioner Counsellor

One of the key practical implications of this research lies in how organizations and counsellors can support individuals in both educational and work environments. The behaviours and personality characteristics that help students succeed academically often extend into their performance later in life. Organizations that are responsible for training, mentoring, or hiring can benefit from understanding how personal traits like conscientiousness and habits such as effective planning or focused concentration impact individual growth and performance.

Practitioner counsellors, especially those working with young adults or university students, may find this research helpful when developing intervention strategies. By recognizing that certain habits can be cultivated over time, counsellors can guide students who may be struggling with motivation, focus, or time management. For example, those who tend to procrastinate or lack structure in their daily routines might benefit from personalized implementation that helps them build stronger learning practices. These interventions could be formal, such as workshops or group counselling sessions, or informal, such as one-on-one mentoring and peer support initiatives.

Beyond the academic setting, the insights from this study are useful for organizations that deal with employee development or professional performance. Managers and HR professionals might consider adapting onboarding programs to help new employees transition from academic habits to workplace expectations. Training sessions that emphasize goal-setting, task prioritization, and focus can be especially useful. In the long run, organizations can use this knowledge to not only improve individual performance but also to enhance overall team productivity by supporting diverse personality types in ways that match their working styles.

Counsellors embedded in professional environments may also use this research to better assess individuals' development over time. By recognizing patterns in behaviour and personality, they can offer more meaningful feedback and provide constructive strategies for personal improvement. This approach aligns with the constructivist view that people grow through experience, reflection, and guided support.

5.4.2 Implications for Future Research

This study also presents valuable opportunities for future academic exploration. Although the topic of personality and academic performance has been explored in international research, there remains a need for deeper and more culturally specific investigations, especially within the Malaysian context. This research offers a foundation for other scholars to build upon, particularly those interested in the intersection of personality psychology and educational behaviour.

Future studies might explore additional factors that influence how students learn and perform. While this study focused on the Big Five personality traits and study habits, other variables such as emotional intelligence, learning styles, or even family background could provide deeper insight. Researchers might also consider using mixed method approaches that include both quantitative data and qualitative interviews to understand the lived experiences of students more fully. In addition, the theoretical foundation of this research draws from the constructivist perspective, which views learning as an active and individualized process. Future researchers could expand on this framework by investigating how students' environments, social interactions, and reflective practices shape their academic behaviour. It would also be beneficial to explore how educational institutions can create learning spaces that align with students' personal attributes and encourage lifelong learning.

Furthermore, this research can serve as a reference point for longitudinal studies that track how personality traits and learning habits evolve over time. By examining how these factors play out across different stages of a student's academic journey, researchers can better understand the long-term effects of early educational experiences. This approach would help clarify which skills are most transferable to future challenges, whether in higher education or professional life.

In conclusion, the implications of this study stretch beyond the university setting. They offer guidance for counsellors, educators, and researchers who aim to support individuals in developing the habits and mindsets that lead to personal and academic growth. By continuing to investigate this field, future scholars can help shape more responsive, individualized, and effective approaches to education and human development.

5.5 Limitations of the Study

Like any research, this study comes with certain limitations that should be acknowledged. One of the primary limitations is its focus on only two main psychological constructs of personality traits and study habits in relation to academic performance measured through CGPA. While these variables provide meaningful insight, other factors such as motivation, social support, or emotional well-being were not included and may also influence academic outcomes. Additionally, the study relied solely on self-reported questionnaires. This means the accuracy of the findings depends on the honesty and self-awareness of the participants when answering the items. As with most self-assessment tools, there is always a possibility of response bias, whether intentional or unintentional.

Another limitation is the sample selection. This study was conducted only among undergraduate students at Universiti Malaysia Sarawak (UNIMAS), which may limit the generalizability of the results. Students from other universities or from different academic division might demonstrate different patterns.

5.6 Recommendations

The results of the current research could help make few recommendations to the practitioner counsellors, to the organization and to future researchers conducting this study. Below are some recommendations that are based on the outcomes and observations gathered from the research.

5.6.1 Recommendations for Organization and Practitioner Counsellors

This study offers meaningful guidance for both organizations and professional counsellors, particularly in supporting personal development and performance in work environments. Since traits like conscientiousness and openness were shown to have a positive relationship with academic success, it is reasonable to consider that these characteristics can also benefit individuals in the workplace. Organizations can support this by creating environments that promote structure, focus, and personal responsibility. For example, providing clear expectations, supportive feedback, and opportunities for growth can encourage employees to develop positive working habits.

Human resource practitioners play an important role in fostering a culture that values consistency, commitment, and effort. They might consider implementing

recognition programs that highlight not just outcomes but also dedication and improvement. This could include informal acknowledgments during team meetings or more formal celebrations that recognize commitment and excellence. At the same time, counsellors working with employees can use these findings to guide individuals in building better self-management skills. Offering personalized strategies for time management, focus, and emotional regulation can help individuals reach their potential. By combining encouragement with practical support, both organizations and counsellors can create environments where individuals are more motivated, engaged, and equipped for success.

Recommendations to organizations and counsellors can be further detailed through the implementation of targeted module-based interventions. For example, organizations can offer structured modules on emotional intelligence, stress regulation, and interpersonal communication to nurture openness and self-awareness in employees. Counsellors may use cognitive-behavioral approaches embedded within these modules to help individuals enhance conscientious behaviors such as time management, goal setting, and self-discipline. Furthermore, integrating peer learning elements such as mentoring or reflective group discussions into the modules can strengthen accountability and continuous development. These focused interventions not only support individual growth but also reinforce a psychologically healthy and high-performing work culture.

5.6.2 Recommendations for Future Research

There are several important areas that future researchers should consider when building upon the findings of this study. One of the main limitations of the current research is its focus on a limited number of variables, specifically personality traits and study habits, in relation to academic performance. While these factors provide valuable insights, academic success is influenced by a variety of other elements. Future studies may benefit from including additional variables such as motivation, mental health, peer influence, and teaching quality. Expanding the scope of investigation may offer a more comprehensive understanding of the factors that affect student outcomes.

Another important consideration is the research design. This study used a cross-sectional approach, which captures data at a single point in time. Although this method is efficient, it does not reflect how changes in personality or study habits influence

academic performance over the long term. Future research could adopt a longitudinal design to track students' development over time and provide insights into how evolving behaviours and traits impact academic success.

In terms of data collection, this study relied solely on quantitative methods using self-reported questionnaires. While this approach allows for efficient data collection from a large number of respondents, it may also be influenced by issues such as social desirability bias or inaccurate self-assessment. To enhance the quality of future findings, researchers might consider using a mixed-methods approach by incorporating interviews or focus group discussions alongside surveys. This would allow for deeper exploration of how students perceive their learning habits and how personality traits affect their real-life academic experiences.

Cultural bias is another aspect that should be considered. Personality traits and study behaviours are often shaped by cultural values and social expectations. For example, what is considered an effective study habit in one cultural setting may not be equally valued in another. Future researchers should ensure that instruments used in the study are culturally sensitive and appropriate for the population being examined. Adapting tools and frameworks to better reflect cultural diversity will help improve the accuracy and relevance of the results.

The long-term impact of the COVID-19 pandemic should also be considered. Although many educational institutions have returned to normal operations, students' learning behaviours, emotional well-being, and academic performance may still be affected. Including pandemic-related factors in future studies could provide timely and relevant findings that reflect the current challenges faced by students.

Instrument limitations should also be acknowledged, particularly the reliance on self-reported data. This method, while practical, can lead to inaccuracies due to personal bias or misunderstanding of the questions. Future studies could enhance reliability by triangulating data sources, for example by combining survey responses with academic records or behavioural tracking data.

Lastly, the increasing use of digital tools and online learning platforms has changed how students engage with their studies. Future research could explore how technology use, such as learning management systems or digital note-taking tools,

interacts with personality traits and study behaviours in influencing academic performance. While technology can enhance learning, it may also lead to new challenges that are worth examining. By addressing these evolving dynamics, future studies can offer more relevant insights into the modern academic experience and contribute to more effective educational strategies.

5.7 Conclusion

This study examined the influence of personality traits and study habits on academic performance among undergraduate students at Universiti Malaysia Sarawak. Using the Big Five Personality framework and the Study Habits Inventory (SHI), the findings showed that study habits had the strongest positive relationship with CGPA, followed by conscientiousness and openness. These results suggest that students who are organized, self-disciplined, and intellectually curious are more likely to perform well academically.

In contrast, traits such as extraversion, agreeableness, and neuroticism were negatively associated with academic performance, indicating potential challenges for students with higher levels of emotional instability or social distraction. The quantitative analysis, which included Multiple Regression and Independent T-tests, confirmed the significant role of both behavioural and personality factors in predicting academic outcomes.

Overall, the study highlights the importance of fostering effective study routines and increasing students' awareness of their personality traits. These insights are valuable not only for students but also for educators and counsellors aiming to implement targeted, evidence-based interventions that promote academic success through both psychological and behavioural development. It is hoped that the findings of this research will contribute meaningfully to ongoing efforts in supporting student growth, and that they may serve as a reminder of the importance of understanding each learner as a unique individual with distinct strengths and needs.

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APPENDIXES

Informed Consent Form



Dear Participant,

I am Wong Shi Hui, a Year 3 Counselling student at Universiti Malaysia Sarawak (UNIMAS). I am conducting a research study on *How Personality Traits and Study Habits Influence Academic Success Among UNIMAS Students*, and I would like to invite you to participate in this study.

The questionnaire consists of three sections:

Section A: Demographic Information

Section B: The Big Five Inventory (BFI)

Section C: Study Skills Inventory (SSI)

Please note that there are no risks or compensation associated with participating in this study. All information provided will remain strictly confidential and will only be used for academic purposes.

Participation in this study is VOLUNTARY, and you have the right to decline, or withdraw from the study at any time without any consequences. However, your feedback is highly valued and will contribute significantly to understanding the relationship between personality traits and academic performance.

By completing this questionnaire, you indicate your agreement to participate in this study. To ensure the validity and reliability of the research findings, I kindly request that you answer the questions honestly and sincerely.

I sincerely appreciate your time, effort, and willingness to participate in this study.

Thank you for your kind support.

Wong Shi Hui

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SECTION A: DEMOGRAPHIC INFORMATION

Gender/*Jantina*: ☐ Male/*Lelaki* ☐ Female/*Perempuan*

Age/*Umur*: ☐ 18 - 20 ☐ 21 - 23 ☐ 24 Above/*Atas*

Race/*Bangsa*:

☐ Malay/*Melayu* ☐ Chinese/*Cina* ☐ Indian/*India*

☐ Native of Sarawak/*Bumiputera Sarawak* ☐ Native of Sabah/*Bumiputera Sabah*

Course/*Kursus*:

☐ Faculty of Cognitive Sciences and Human Development/*Fakulti Sains Kognitif dan Pembangunan Manusia*

☐ Faculty of Computer Science and Information Technology/*Fakulti Sains Komputer dan Teknologi Maklumat*

☐ Faculty of Economics and Business/*Fakulti Ekonomi dan Perniagaan*

☐ Faculty of Social Sciences and Humanities/*Fakulti Sains Sosial dan Kemanusiaan*

☐ Faculty of Resource Science and Technology/*Fakulti Sains dan Teknologi Sumber*

☐ Faculty of Built Environment/*Fakulti Alam Bina*

☐ Faculty of Medicine and Health Sciences/*Fakulti Perubatan dan Sains Kesihatan*

☐ Faculty of Engineering/*Fakulti Kejuruteraan*

☐ Faculty of Language and Communication/*Fakulti Bahasa dan Komunikasi*

☐ Faculty of Applied and Creative Arts/*Fakulti Seni Gunaan dan Kreatif*

Year of Study/*Tahun Pengajian*: ☐ Year 1/*Tahun 1* ☐ Year 2/*Tahun 2*

☐ Year 3/*Tahun 3* ☐ Year 4/*Tahun 4* ☐ Year 5/*Tahun 5*

CGPA/*PNGK*: ☐ 0.00–1.99 ☐ 2.00–2.49 ☐ 2.50–2.99

☐ 3.00–3.49 ☐ 3.50–4.00

Are you satisfied with your CGPA/ GPA for the last semester or entry exam (STPM, Matriculation, Foundation, Diploma, STAM, etc.) before entering UNIMAS?

1	2	3	4	5
Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied



SECTION B: THE BIG FIVE INVENTORY–2 SHORT FORM (BFI-2-S)

(ECR: SOTO, C. J., & JOHN, O. P. (2017))

The BFI-2-S was designed to assess the constellation of traits defined by the Five Factor Theory of Personality. For example, do you agree that you are someone who *likes to spend time with others*? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement. I am someone who... (Question 1)

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Sangat Tidak Bersetuju</i>	<i>Tidak Bersetuju</i>	<i>Tidak Pasti</i>	<i>Bersetuju</i>	<i>Sangat Bersetuju</i>

No.	Items	1	2	3	4	5
1.	Tends to be quiet. <i>Cenderung untuk berdiam diri.</i>					
2.	Is compassionate, has a soft heart. <i>Berbelas kasihan, mempunyai hati yang lembut.</i>					
3.	Tends to be disorganized. <i>Cenderung tidak teratur.</i>					
4.	Worries a lot. <i>Sering bimbang.</i>					
5.	Is fascinated by art, music, or literature. <i>Terpesona dengan seni, muzik, atau sastera.</i>					
6.	Is dominant, acts as a leader. <i>Bersifat dominan, bertindak sebagai pemimpin.</i>					
7.	Is sometimes rude to others. <i>Kadang-kadang bersikap kurang sopan kepada orang lain.</i>					
8.	Has difficulty getting started on tasks. <i>Mengalami kesukaran untuk memulakan tugas.</i>					
9.	Tends to feel depressed, blue. <i>Cenderung untuk berasa murung.</i>					
10.	Has little interest in abstract ideas. <i>Kurang berminat terhadap idea-idea abstrak.</i>					
11.	Is full of energy. <i>Penuh dengan tenaga.</i>					

12.	Assumes the best about people. <i>Menganggap yang terbaik tentang orang lain.</i>					
13.	Is reliable, can always be counted on. <i>Boleh dipercayai, sentiasa boleh diharapkan.</i>					
14.	Is emotionally stable, not easily upset. <i>Stabil secara emosi, tidak mudah terkesan.</i>					
15.	Is original, comes up with new ideas. <i>Asli, mampu mencetuskan idea baharu.</i>					
16.	Is outgoing, sociable. <i>Peramah, suka bersosial.</i>					
17.	Can be cold and uncaring. <i>Boleh menjadi dingin dan tidak mengambil berat.</i>					
18.	Keeps things neat and tidy. <i>Menjaga kebersihan dan kekemasan.</i>					
19.	Is relaxed, handles stress well. <i>Santai, dapat mengurus tekanan dengan baik.</i>					
20.	Has few artistic interests. <i>Kurang berminat terhadap seni.</i>					
21.	Prefers to have others take charge. <i>Lebih suka orang lain mengambil alih tanggungjawab.</i>					
22.	Is respectful, treats others with respect. <i>Menghormati, melayan orang lain dengan hormat.</i>					
23.	Is persistent, works until the task is finished. <i>Gigih, bekerja sehingga tugas selesai.</i>					
24.	Feels secure, comfortable with self. <i>Berasa selamat, selesa dengan diri sendiri.</i>					
25.	Is complex, a deep thinker. <i>Rumit, seorang pemikir yang mendalam.</i>					
26.	Is less active than other people. <i>Kurang aktif berbanding orang lain.</i>					
27.	Tends to find fault with others. <i>Cenderung mencari kesalahan orang lain.</i>					
28.	Can be somewhat careless. <i>Kadang-kadang cuai.</i>					
29.	Is temperamental, gets emotional easily. <i>Bersifat emosi, mudah terkesan secara emosi.</i>					
30.	Has little creativity. <i>Kurang kreativiti.</i>					



SECTION C: STUDY HABITS INVENTORY (SHI)

(ECR: DR. B.V. PATEL (1975))

To gain a better understanding of yourself as a learner, it is helpful to identify the study skills you now employ. Study Habits Inventory (SHI) is a short and quick device for assessing your study habits or method of study. Read each question of the 45 questions. Think carefully about each statement and respond as truthfully as you can. Using the scale below, circle the number that best describes your behaviour for that particular study habits. Write down the number in the space provided, using the following scale:

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always
<i>Tidak Pernah</i>	<i>Jarang</i>	<i>Kadang-kadang</i>	<i>Sering Sekali</i>	<i>Selalu</i>

No.	Items	1	2	3	4	5
HOME ENVIRONMENT AND PLANNING PERSEKITARAN RUMAH DAN PERANCANGAN PEMBELAJARAN						
1.	I frame my own time-table to study at home. <i>Saya merangka jadual waktu sendiri untuk belajar di rumah.</i>					
2.	I work according to my timetable. <i>Saya bekerja mengikut jadual waktu saya.</i>					
3.	I study regularly in study room. <i>Saya belajar secara berkala di bilik belajar.</i>					
4.	I prepare most of my subject before going to school and read them again at home, whatever is done in the class. <i>Saya menyiapkan hampir semua subjek sebelum pergi ke sekolah dan membacanya semula di rumah, apa sahaja yang telah diajar di kelas.</i>					
5.	I join tuition classes. <i>Saya mengikuti kelas tuisyen.</i>					
6.	I read at place where I get disturbed by radio, people's talk, children's play, relatives, guests, etc. <i>Saya membaca di tempat yang saya terganggu oleh radio, perbualan orang, permainan kanak-kanak, saudara mara, tetamu, dan sebagainya.</i>					

7.	I cannot study well as I keep myself engaged in the domestic works. <i>Saya tidak dapat belajar dengan baik kerana saya sibuk dengan kerja-kerja rumah.</i>					
READING AND NOTETAKING MEMBACA & MEMBUAT NOTA						
8.	I make note of important points during reading. <i>Saya membuat nota mengenai perkara penting semasa membaca.</i>					
9.	I use dictionary to look up meaning of new words. <i>Saya menggunakan kamus untuk mencari maksud perkataan baru.</i>					
10.	I pay more attention to new words while studying. <i>Saya memberi lebih perhatian kepada perkataan baru semasa belajar.</i>					
11.	I take down detailed notes of what is being taught in the classroom. <i>Saya mengambil nota terperinci tentang apa yang diajar di dalam kelas.</i>					
12.	The doubtful points, which arise during reading, are referred to the subject teacher for clarity. <i>Perkara yang meragukan semasa membaca akan dirujuk kepada guru mata pelajaran untuk penjelasan.</i>					
13.	I try to solve at once, the difficulties met with while reading. <i>Saya cuba menyelesaikan kesukaran yang ditemui semasa membaca.</i>					
14.	I miss important point while taking notes in the classroom. <i>Saya terlepas perkara penting semasa mengambil nota di kelas.</i>					
15.	I read annotations (guides/notes/summary) rather than textbooks. <i>Saya membaca anotasi (panduan/catatan/ringkasan) daripada buku teks.</i>					
16.	I underline the important points in my textbooks while reading. <i>Saya menggari perkara penting dalam buku teks saya semasa membaca.</i>					

PLANNING OF SUBJECTS PERANCANGAN SUBJEK						
17.	I pay more attention to the subject I find difficult. <i>Saya memberi lebih perhatian kepada subjek yang saya rasa sukar.</i>					
18.	I devote more time to study subject in which I am weak. <i>Saya memberi lebih masa untuk belajar subjek yang saya lemah.</i>					
19.	I give priority to study the difficult subjects. <i>Saya mengutamakan untuk belajar subjek yang sukar.</i>					
20.	I read the same subject for a long time. <i>Saya membaca subjek yang sama untuk jangka masa yang lama.</i>					
21.	I study only that subject I am interested in and leave out the subject which I find uninteresting. <i>Saya hanya belajar subjek yang saya minati dan meninggalkan subjek yang saya rasa tidak menarik.</i>					
HABIT OF CONCENTRATION KONSENTRASI						
22.	I study with concentration. <i>Saya belajar dengan tumpuan.</i>					
23.	I feel that I don't study at all. <i>Saya rasa saya tidak belajar sama sekali.</i>					
24.	My goes astray when I read. <i>Perhatian saya mudah terganggu semasa membaca.</i>					
25.	I understand that I read, but I don't remember it. <i>Saya faham apa yang saya baca, tetapi saya tidak ingat.</i>					
PREPARATION FOR EXAMINATIONS PERSEDIAAN UNTUK PEPERIKSAAN						
26.	In examination I think of the answers of the questions before I start of writing them. <i>Semasa peperiksaan, saya memikirkan jawapan bagi soalan sebelum mula menulisnya.</i>					
27.	I get nervous at the time of examination. <i>Saya berasa gementar semasa peperiksaan.</i>					
28.	I read till late at night at the time of examination. <i>Saya membaca hingga lewat malam semasa peperiksaan.</i>					

29.	I read class notes at the time of examination. <i>Saya membaca nota kelas semasa peperiksaan.</i>					
30.	I do not study regularly, for I get important questions and suggestions at the time of examination. <i>Saya tidak belajar secara berkala kerana saya mendapat soalan penting dan cadangan semasa peperiksaan.</i>					
31.	I do not prepare questions occurred (asked) at previous examinations thinking that they would not be set. <i>Saya tidak menyediakan soalan-soalan yang pernah ditanya dalam peperiksaan sebelum ini kerana saya rasa soalan tersebut tidak akan ditanya lagi.</i>					
HABITS AND ATTITUDES TABIAT DAN SIKAP						
32.	I memorize definitions, maxims, formulas, etc. after understanding them. <i>Saya menghafal definisi, maksud, formula, dll. selepas memahaminya.</i>					
33.	I discuss the subjects read with my friends. <i>Saya berbincang mengenai subjek yang saya baca dengan rakan-rakan saya.</i>					
34.	I read while reclining on a bed. <i>Saya membaca sambil berbaring di katil.</i>					
35.	I read aloud (loudly). <i>Saya membaca dengan suara kuat (nyaring).</i>					
36.	I try to compare things learned in one subject with those in another. <i>Saya cuba membandingkan perkara yang dipelajari dalam satu subjek dengan perkara dalam subjek lain.</i>					
37.	I ruminate over all things I read. <i>Saya berfikir semula tentang semua perkara yang saya baca.</i>					
38.	Before I start reading new lessons, I briefly revise the lesson read. <i>Sebelum saya mula membaca pelajaran baru, saya akan mengulang kembali pelajaran yang telah dibaca.</i>					
39.	After reading one paragraph I at once review it mentally. <i>Selepas membaca satu perenggan, saya segera menyemaknya dalam fikiran.</i>					

SCHOOL OR HIGHER EDUCATION ENVIRONMENT
PERSEKITARAN SEKOLAH ATAU PENDIDIKAN TINGGI

40.	I spend my leisure time at school in reading. <i>Saya menghabiskan masa lapang saya di sekolah dengan membaca.</i>					
41.	I use books from the library. <i>Saya menggunakan buku dari perpustakaan.</i>					
42.	I read newspapers and other books too. <i>Saya juga membaca surat khabar dan buku-buku lain.</i>					
43.	I participate in the classroom discussions. <i>Saya mengambil bahagian dalam perbincangan kelas.</i>					
44.	I answer the questions asked by the teachers while teaching. <i>Saya menjawab soalan-soalan yang ditanya oleh guru semasa pengajaran.</i>					
45.	I cannot progress in my study due to my dislikes for certain teachers and subjects. <i>Saya tidak dapat membuat kemajuan dalam pelajaran saya disebabkan oleh ketidaksukaan saya terhadap guru atau subjek tertentu.</i>					