

Influence of Personality on Academic Achievement and Performance of Teaching Practices Students in TVET

Salina Binti Rabae'i
Faculty of Technical and Vocational Education
Universiti Tun Hussein Onn Malaysia, 86400 Batu Pahat, Johor
E-mail: hb120184@uthm.edu.my

Abstract

This study aims to determine the influence of personality on academic achievement and performance TVET teaching graduate students. The study was conducted on TVET graduate students who have obtained academic achievement and teaching practice. This study was also conducted on 37 respondents using Ensyenk Junior Personality Inventory (JEPI). This study is purposive sampling. The data obtained will analyze using SPSS (Statistical Package for the Social Sciences). Descriptive statistics and Pearson used to analyze the relationship between academic achievement and personality performance TVET teaching graduate students. The mean value is calculated to determine the personality types of students between extroversion or neurotic personality types. Results will indicate that the types of personality extroversion respondents are in high mean. The results also will show that there is a significant correlation between personality type and achievement academic or not. The study will showed is there have a significant relationship between personality and performance TVET teaching graduate students.

Keywords: type of personality, academic achievement, performance TVET teaching

1 Introduction

Each individual student since the age of normal infant has the potential and talent that can be expanded and enhanced. They have been exposed earlier to various sources of information. This phenomenon to some extent can have a significant impact in the development and physical growth, cognitive, psychomotor and emotional, especially among those who are known as students. Gifted and talented students as individuals who have a high potential in various aspects of development and growth. In order to develop their potential and talents in a more systematic and effective, a special education program is needed. Students' personality type to be emphasized since it is among the aspects that influence academic achievement. Personality can know as a dynamic organization and planned properties owned by a person with unique determine behaviour, motivation, thinking and various situations (Ryckman, 2009).

2 Literature Review

Personality comes from the Latin word "charm", which means mask, face shield or even a sound (personare). The purpose of this refers to the outward appearance of an individual. According to psychologists, personality includes thoughts, perceptions, values, attitudes, character, ability, confidence, intelligence, motivation, habits and so on. Mischel (1999) stated the concept of personality as the dynamic organization psychophysical systems that determine individual behaviour and thinking. In everyday life, we cannot deny the fact that we are too hard to realize ourselves to be fully human perfection. We can only make ourselves as fully functional human beings. This does not mean we do not have a blemish because human instinct and nature supplied complacent. Sidek (2005) in Manaf (1996).

In general, personality is an important aspect which represents the interior of an individual. Personality refers to his character is in one of which is to know his personality; we have to reflect on the individual self. This is because, there is the human personality is good, positive and constructive that is more likely to self-execution is considered as the main motive for all individuals. Emphasizing this aspect of personality, can we assume that individuals will control themselves if provided the right environment. Man will develop maximum potential easily and will feel disconnected from feeling anxious and able to adapt in line with the demands of society.

Eysenck and Cookson (1961) has made a study of students in primary schools in Staffordshire, and they found that students who have high intelligence is extrovert. Primary school students were more extrovert and able to acquire academic achievement (Elliot, 1972 Anthony, 1977; and Riding, 1979). In another study, Johnson (1997) also found that there was a significant correlation between personality factors and academic achievement. However, the researchers opinion is denied by Dunn (1989) and Williams (1992), who have shown that gifted students consists of students who are introvert, where they are more likely to study alone than learning groups. The manner in which these affect learning and academic achievement.

A study of personality is important because many in our society who think that intelligent students are much

better behaviour than that of a normal student. The reality actually is not as assumed. This is because all the students in a class have the same good. The belief that gifted students are better students than others can encourage the implementation of unfair practices or the negative practices of other students in a classroom. We used to listen to students classified as "good" or "bad" based on cognitive or academic abilities. A cognitive ability actually owned by a student does not necessarily make the student become a good person or bad.

According to Ghani, Nik Yaacob and Che Ahmad (2008), the study of personality is important is because many people in our society who think that intelligent students are much better behaviour than other students. But the actual reality is not as assumed. This is because all the students in the class have the same good. The belief that gifted students are better encourage the implementation of unfair practices or negative practices for other students. In fact, according to Yahaya (2010), the problem of self-development, social or crimes among students starting from the problem formulation and adaptive personality of a student.

The academic performance is influenced by various factors. Among the factors is the factor of self, friends, family and student environment. Where these factors is contained in the student's personality (Bonyamin, 2006). When we reflect on one's personality with someone else then in will be there the difference. According to Engler (2009), this difference arises as a result of environmental factors and genetic factors. In addition, there is a contradiction between the notion of personality theorists. Some argue that personality is formed as a result of genetic factors and some others feel due to environmental factors (Robbins, 2002).

1.3 Statement of the Problem

There are many opinions stating that a student's academic achievement is related to student mental alertness factors, this is because due to the role of other factors such as personality factors, environmental factors, psychological and sociological factors cannot be ignored. Several studies conducted by psychologists have shown that personality factors play a role in influencing the student's academic performance (Orpen, 1976, Sandra Kay, 2001).

According Chiam (1992), students often experience frustration due to not getting the encouragement and stimulation of challenging in the classroom especially in terms of communication because of the restrictions of the autocratic nature of the teacher or teachers. This was associated with a student's personality. This raises ennui which also leads to the introvert personality among students. Khadijah (1992), which conducts research on a number of personality of students find that they are bored and frustrated with the situation in school because most teachers who teach using traditional methods, lack of understanding the needs and taste of which is more of a one-way communication only, not between students and teachers.

1.4 Objectives of the Study

The objectives to be achieved through the study undertaken are:

1. Identify the type of personality graduate students of technical and vocational education faculty
2. To review the relationship between personality type and academic faculty graduate students of technical education and vocational
3. To study the relationship of personality based on the performance of graduate students teaching technical and vocational education

1.5 Research Questions

Based on the research objectives, it is hoped that this study will answer the following questions: -

1. What kind of personality graduate students of technical and vocational education faculty?
2. Is there a relationship between personality type and academic achievement graduate faculty technical and vocational education?
3. Is there a relationship of personality based on the performance of graduate students teaching technical and vocational education?

1.6 Significance of the Study

Introvert and extrovert personality of an individual is very important in interpersonal influence on other people, especially students academically. Through this study, can bring awareness to the responsible party in an institution of higher education about anxiety problems faced by students to enable action to be taken.

This is important to an institution that will produce students who are truly qualified to be able to adapt to all levels of society around either within or outside the institution of higher learning. When there is awareness, the institution may conduct appropriate programs to improve student's personality in a positive direction and find the initiative to produce quality students.

This study is also important, especially to a counsellor so that they care for the students regardless of ethnicity or religion. Personality types introvert and extrovert students greatly influences academic achievement and student teaching performance data refer to social performance and learning as well as indirectly influencing the personality of the students.

1.7 Theoretical Framework

This study proposes a research framework of the Influence of Personality on Academic Achievement and Performance of Teaching Students in TVET. It indicates that academic achievement and performance of teaching student as independent variable and type of personality as dependent variable.

2.0 Literature Review

2.1 Personality

Introvert and extrovert personality of an individual is very important in interpersonal influence on other people, especially students academically. Through this study, can bring awareness to the responsible party at the school about the problems faced by the students concerns to enable action to be taken. This is important to the school that will produce students who are truly qualified to be able to adapt to all levels of society around either in school or outside of school. An individual is born with characteristics of its own. Some of these features are similar to the characteristics of the external or internal, unique and vary from one individual with another individual. Even if it is someone who has identical twins or really have each other, especially in terms of behaviour or personality. All human behaviour is different because of their different personalities compared with other individuals.

The definition given by Hergenhahn (1999) , personality is the personality that allows people to be more effective to socialize because individuals can be seen as a person with an attractive personality, severe or do not have a personality.

2.2 Hans J. Eysenck Personality Theory

According to Eysenck (1947, in Habibah, Noran, 1997), he proposed a hierarchical theory of personality. Each personality is different levels in terms of dimension and interest. Lowest level in behaviour cited specific response. It is the individual's behaviours can be observed at least once per person. Eysenck (1947), it states the personality is determined by hereditary factors. In 1947, Eysenck personality dimensions highlight two of extroversion and neurotisme. Then, in 1952, he has added a third dimension phycotisme. According to him, the three personality dimensions are suitable to represent the human personality. (Ryckman, 1997), this dimension is bipolar extroversive which is divided into two other dimensions of extroverts and introverts. Dimensions neurotisme also is bipolar and is divided into neurotic and dimensional stability.

Extrovert is a person who likes to socialize, have many friends, learned lonely, active, and have a strong voice and others. Individual's extrovert also love the fun, like to take advantage of, like attracting attention, aware of the environment and optimistic. Introvert is an introvert, always evaluate yourself, like stay away, be careful, do not like fun, and can regulate mood and anxiety.

Moreover, Rohaty (1992, in Narinder, 2002), defines introvert as someone who is not easily angered but harboured lingering feelings and animosity feelings for too long. Introvert said to be the more introspective evaluate their own thoughts and feelings. They like to plan things that will come and love life in order. Moreover, they are also more organized and aggressive. Neurotisme also shows two individual characteristics emotionally stable and unstable emotions. Individuals who are emotionally unstable or neurotic, according sensitive sense and passionate. The second type is those who have a sense of stability, calm and able to control his feelings and reliable.

In general, individuals who are prone neurotisme are worried or anxious and feeling depressed that they are too emotional. An extrovert, who was very active, sociable, loves to find joy and love change. They are angry, but not to keep anger for so long.

2.2.1. Usage Hans J. Eysenck Personality Theory

The theory of this trait describes the relationship between a person's personality type and academic achievement. This is because of the student's personality affects social interaction at school or institute of higher learning in turn affects the performance of education and performance training.

According Rohaty (1992, in Narinder, 2002), there is an opinion that the person that introversion is much easier

and more convenient unconditioned studying in school compared to an extroversion. Through the research conducted, the findings show that an extroversion have academic performance improved primary school level. But instead of a degree from university introversion get the highest and best.

The findings of other studies have also shown that a faster extroversion test of intelligence solves 45 percent of the questions and the next level of introversion was able to finish (Narinder, 2002). This finding indicates someone who introversion need time to get the speed and progress. On the other hand, a difficult extroversion maintains interest despite their interest more quickly arise. Moreover, according to Azizi (2002), individuals with low-dimensional neurotisme have high emotional stability. Emotionally stable students have features that can be expected, possess strong leadership, careful and controlled. They are able to make the right decisions and also is sensitive and has a high self-concept.

2.3 Review Personality Relationships with Student Academic Achievement

There are several studies that showed that the relationships between personality and academic achievement. In general, a negative personality associated with low academic achievement. In a survey conducted by Wesley (1994), found that students who have a sense of delaying the completion of the tasks are more likely to earn low academic achievement. Similarly, students who put unrealistic goals as objectives in achieving success (neurotic perfectionist). The result is that students will experience underachievement that it refers to the inability of an individual to achieve the proper level of achievement.

Eysenck (1968), also have shown in their study that their extrovert is better than those who introvert's personality in retrospect that require short-term memory. Moreover, Boocock (1972) states that students who have a regular nature are those of high academic achievers and this trait are usually found in individuals who are neurotisme personality. In a survey conducted by Fouzder and Markwick (2000) for a pair of twins found that differences in personality traits and self-perception produce different developments in terms of their learning styles. One of them has an introverted personality helped to have their own learning style, while another has the extrovert that improves handling and socialization group work in the classroom. The effect is both twin children to perform well in their academic achievement. Most previous studies prove that there is a relationship between personality characteristics and academic achievement.

3. METHODOLOGY

3.1 Research Design

The study was conducted using quantitative methods. These data are collected based on a questionnaire that has been modified based on the Eysenck Personality Questionnaires (EPQ). Sampling was done meant that researchers have selected students who categorized the top 15% of the population. Statistical analysis of the correlation test is used to compare the mean and the relationship between the variables studied. Design study was conducted to find answers to any questions that arise in the study. There are various forms and methods of the study, each of which has special features such as data analysis techniques and distinctive.

3.2 Population and Sample

Purposive sampling selected for this study in which the sample was selected from a population according to the purpose of the study. The information can also be added to collect information from respondents, and to analyse the information to answer the research questions. Sampling is taking part of that population. As is known, the sample is the source for data. For this study, samples were selected from among the master student in TVET.

3.3 Instrument Review

The instrument used to collect data in this study was a questionnaire consisting of two parts, part A and part B. The parts of the questionnaire are as follows. Section A questionnaire on general CV respondents while section B: Questionnaire to see the personality of the questionnaire respondents Junior Eysenck Personality Inventory (JEPI).

3.4 Data Collection Procedure & Data Analysis Plan

Data will collect using self-administered questionnaires to examine the preceding issues because responses could be easily quantified and summarized, data could be collected quickly, inexpensively and efficiently, and a large number of participants could be reached in a short span of time. After collecting the information from the questionnaires, all data will be transfer into the SPSS software, and questions were being coded to enable for analysis using Statistical Packages for the Social Science (SPSS) which is PC version 16.

5. Conclusion

Expectations or initial assumptions for this study are available on the objective that have been made by researchers in chapter 1, firstly to know what types of personality for postgraduate students in TVET and secondly, that there is a direct effect or a significant relationship between personality and academic achievement and relationship between personality and performance of teaching among post graduate student in TVET. It means that if the. In addition, the findings also conform to the expectations of the relationship that there is no significant relationship between demographic factors such as gender, age and length of service in influencing the relationship between personality and academic achievement among postgraduate student.

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