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MAJOR PERSONALITY TRAITS THAT RELATES TO THE LIFE OUTCOMES OF AN INDIVIDUAL IN THE BIG FIVE THEORY OF PERSONALITY: A REVIEW OF LITERATURE

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Abstract:

The study aimed to find the major personality traits that relates with the life outcome of an individual in the big five theory. Personality is vital to every human being as it shows how an individual think, feel and behave in a different way from one person to another. The study involved the review of the big five personality traits theory as the key theory and relates the traits with some life outcomes based on educational achievement and job performance of an individual. By assuming all factors are constant, the review revealed that the conscientiousness was the major personality traits that were associated with educational achievement among the big five personality traits. Also the review revealed that openness to experience, agreeableness and neuroticism were the major personality traits that were related with job performance. However, This theory have not explain or consider the possibilities of other factors that can contribute in achieving or not achieving any life outcome of an individual regardless of having certain personality traits related to such achievement. The reviewer would recommend for the consideration of other factors such as socio-economic factors like healthy, income, environment and education on assessing the personality traits that can influence a certain life outcome of an individual.

Keywords: Educational Achievement, Job Performance, OCEAN, Venn diagram,

1.0 Introduction:

Personality is the discipline or subject under psychology which helps people to understand each other and understand the reasons for the behaviours of people. Robbins (2005) defined personality as total ways in which an individual reacts and interacts with others. Mullins (1996) also defined personality as qualities, behavioral patterns and traits of an individual which differentiates the individual from others. This implied that personality is all about people's behavior. Therefore, personality is how people think, behave and feel different from one another. Personality is vital to every human being especially when one know his or her own personality traits. It has been recognized that measurement of cognitive ability is a strong predictor of educational achievement and job performance in both practice and research (Heineck & Anger, 2010), less attention has been given to the role of non-cognitive skills in explaining different life outcomes in terms of the personality traits of an individual. It should be known that, cognitive ability itself cannot stand alone and bring the desired life outcome of an individual rather than it should be in line with non-cognitive ability or behaviors such as personality traits. In attaining the desired goal of an individual in terms of educational achievement and job performance the non-cognitive ability of

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an individual including personality traits are inevitable in the consideration of an individual achievement. Different people have different personality traits which always defines their talents or the ability to do something different from one another, for this case it is important to know what kind of people do you need and with what kind of personality traits they should have so as to achieve what you intended in placing those people in a certain task. Educational achievement and job performance seems to be a key aspect or issue to the life outcome of an individual. Hence there was a need to identify the major personality traits that relates to the educational achievement and job performance so as to be able to consider the personality traits that relates to either in job performance during selection or in educational industry so as to yield to the maximum.

2.0 Different Studies under Personality Traits with Educational Achievement and Job Performance:

Many studies on educational achievement and job performance have based much on cognitive ability such as Intelligence Quotient (IQ) as a factor for the education achievement and high job performance and forgetting the non-cognitive abilities that are displayed or shown by the traits in which individual possesses. Some of the scholars have tried to explain the non-cognitive ability such as personality traits and argued that the non-cognitive skills or ability should be considered so as to eliminate bias when considering cognitive ability only. For example, the study conducted by Heckman (1999) on non-cognitive skills argued that a serious bias can arise if only cognitive skills such as the one measured by test scores or IQ index are taken into consideration in evaluating the entire life outcome of an individual and excluding non-cognitive skills such as motivation, social adaptability and personality. Other several studies have recently focused on non-cognitive skills including personality traits as an important predictor for educational achievement and job performance (Borghans, Meijers, & Weel, 2006; Heckman, Stixrud, & Urzua, 2006). In recent years, measurement of outcome-related personality characteristics has increased and become a vital function of human resources in the process of employee selection (Levy, 2011). The domain of personnel assessment form which normally emphasizes only on cognitive skills like knowledge, skill, and abilities (KSAs) have been expanded by including other important personal characteristics specifically personality traits (Levy, 2011).

The investigation of an individual personality traits behaviours can always raise the level of succession in his or her own carrier or profession only and if only his or her personality traits is inline or match with the requirements of that profession or carrier (Naemah, 2007). This implied that personality traits may have an effect on job outcomes such as job performance and educational achievement. The study conducted by Judge and Bono, (2001) on one meta-analysis suggested that personality traits can be dispositional predictors of educational achievement and job performance and it should be given much considerations. This situation might be true among people who have different capabilities and personality characteristics that later can influence their life outcome performance in a directly way (Siadat, Arbabisarjou, Azhdari, Amiri & Aboeimehrizi, 2011). It has been argued that certain people who perform well in jobs and providing quality instructional are those who display certain traits of personality, such as outgoing, humour, enthusiasm, and emotional stability (Radmacher & Martin, 2001). Thus, personality traits are one of the factors that are crucial in predicting life outcome of an individual (Carneiro, Crawford, & Goodman, 2007; Zuhaili, 2009).

3.0 The Big Five Theory of Personality:

McCrae and Costa (1992) as the founder of the Big Five theory came up with the five dimensions of personality called the BIG FIVE personality traits which were Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism or emotional stability which

they used an abbreviation OCEAN. The in-depth details of each trait is explained well here under as follows.

Openness to experience - is a measure of an individual in depth, breadth and inconsistency in a person's imagination and advice for experiences. The personality traits factors that relates to openness to experience are intellect, openness to new ideas, depth of emotion, cultural interests, educational aptitude and creativity, artistic interests, willingness to experiment, tolerance for diversity and cognitive experiences (Costa & McCrae, 1992). People with a high openness to experience are people who like to learn new things and have new experiences. People with high openness to experience tend to display traits such as imagination, artistic interests, depth of emotion, willingness to experiment, intellectual curiosity and tolerance for diversity. Low scorers in this factor are often described as traditional, conventional, down to earth, conservative, practical and prefer familiarity (Howard & Howard, 1995; Lee- Baggley, Preece, & DeLongis, 2005).

Conscientiousness - is a tendency of an individual to demonstrate a strong will to achieve and amount of control over impulses (Barrick, Mount, & Strauss, 1993; McAdams & Walden, 2010). It has been linked to educational achievement and particularly to the will to achieve through sustained effort as it a goal oriented behaviour. The focused person on conscientious concentrates on a limited number of goals but strives hard to reach them. The person who is flexible is always more impulsive and easy to persuade from one task to another task (Howard & Howard, 1995). People with high conscientiousness are more competent, reliable and prompt, dutiful, orderly, responsible and thorough (Costa & McCrae, 1992). They are often described as disciplined, efficient, well organized, and having a strong sense of duty. Low scorers in conscientious can be described as spontaneous, disorganized, preferring flexible plans and disliking precise details.

Extraversion- Extraversion people always contrasts outgoing characters with a withdrawn nature. Those who score highly in extraversion are defined as those who get energy from interacting with others peoples while those who score low (introverts) get energy from themselves. Extraverts tend to be more physically and verbally active whereas introverts are independent, reserved, steady and like being alone. The person in the middle of the dimension likes a mix between social situations and privacy (Howard & Howard, 1995). Extraverts are adventurous, outgoing, friendly, assertive, frank, sociable, talkative who always like working with others and enjoy leadership roles. Peoples with low score on extraversion (introverts) may be described as quiet, reserved, shy, formal, serious, antisocial, prefer working alone and avoid leadership roles, (Costa & McCrae, 1992).

Agreeableness – being agreeable means an individual friendly, cooperative, and compassionate. It is linked to altruism, nurturance, caring and emotional support versus competitiveness, hostility, indifference and jealousy (Howard & Howard, 1995). Agreeable people with high score can be described as altruistic, gentle, kind, sympathetic, eager to please, good natured and warm (Costa & McCrae, 1992). Those who score low on this factor may be described as more distant, hard-headed, doubtful, competitive and proud.

Neuroticism – this is the individual's emotional stability and degree of negative emotions. Low levels of neuroticism indicate the emotional stability and the high levels of neuroticism increase the likelihood of experiencing negative emotions. Peoples with high levels of neuroticism are reactive and more easily bothered by stimuli in their surrounding environment. They always tend to become unstable, prone to worry, temperamental, easily upset, sad and experiencing negative emotional reactions and feelings of anxiety (Howard & Howard, 1995). Those who score low on this factor may be described as relaxed, flexible, calm, and not easily upset in stressful situations (John, Naumann, & Soto, 2008; McCrae & John, 1992). Hence, it is easy to explore the personality traits that are associated with educational achievement and job performance of an individual.

Many studies have been talking or discussing about the general personality traits that are always associated with the different life outcome of an individual. People have different personality traits and in different levels of expression that lead a person to the certain profession or a certain talent. Personality traits tends to overlap, diverge or converge to different people which makes a person to display a certain type of behaviour. Personality traits are interdependent as no one personality trait can make an individual to achieve a certain life outcome, the major traits that dominates are the one which will determine that life outcome of an individual with the help of other minor personality traits. For this case, this paper aimed to find out the major personality traits that are related to the life outcome of an individual in educational achievement as well in job performance.

4.0 General and Specific objectives of the Review:

The General objective of this review was to identify the major personality traits that relates to the individual life outcomes. Specifically the review based on the two objectives which were to find out the personality traits that relates with the educational achievement of an individual as well as the personality traits that relates with the job performance of an individual.

5.0 Significance of the Review:

This review will help the educational institutions to employ or select the candidates of high personality that relates with the high academic achievement so as to be in a position to perform better or yield maximum in academic achievement. Also the review will help different employers to be able to employ the individual with the traits that relates with high job performance so as to work better and maximize profit within an organization.

6.0 Discussions of the Traits Related to the Individual Life Outcomes:

The review aimed to find out the personality traits that are associated or related with the academic achievement as well as the job performance of an individual in the big five theory of personality . The findings are into two parts where the first part is on academic achievement and the second part is on job performance.

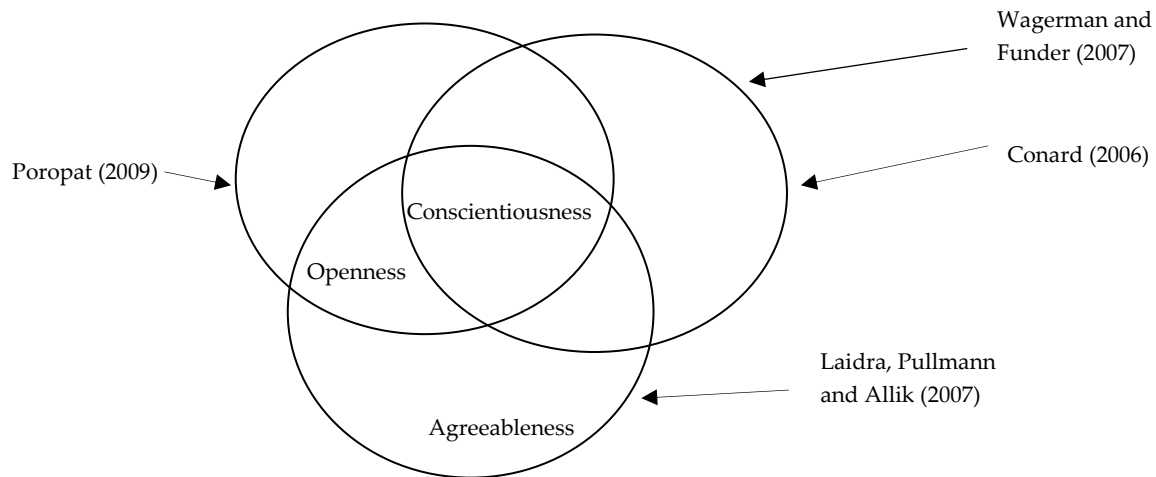
6.1 Personality Traits that Related with Educational Achievement:

Several factors have been identified in the education and psychology literature to have significant impacts on educational achievement at the macro as well as micro levels. The micro level factors such as the personality is considered very crucial and it has been associated with educational achievement of an individual. The study conducted by Komarraju and Karau (2011) revealed that personality contributes 14% in the educational achievement of an individual. This showed how the personality influences educational achievement of an individual. Different scholars have tried to investigate the personality traits that are associated with educational achievement and they came out with different personality traits as follows hereunder. Wagerman and Funder (2007) and Conard (2006) in their studies on personality traits that associated with educational achievement revealed that the conscientiousness has been an outcome predictor of educational achievement. On top of that the study conducted by Laidra, Pullmann and Allik (2007) found that openness, agreeableness, and conscientiousness were associated positively with academic achievement. Apart from that the study conducted by Poropat (2009) revealed that conscientiousness and openness to experiences were the major predictors to educational achievement. However, the study conducted by Lievens, Dilchert, and Ones (2009) revealed that openness to experience was the only personality traits associated with the prediction of educational achievement. Lastly, the study conducted by O'Connor and Paunonen, (2007) revealed that conscientiousness, openness and emotional stability were the personality traits associated with educational achievement.

On analyzing the findings from different researchers, it has been observed that there are different personality traits that are associated with educational achievement from different researchers. The

differences in personality traits on the same outcome it not well known hence need further investigations. By using a Venn diagram, the researcher found that conscientiousness was common to every study that was conducted by the different researcher as a personality trait that associates with educational achievement.

Diagrammatically, how Conscientiousness is common to every researcher regarding educational achievement of an individual.



With the condition that all other factors are constant, then conscientiousness was the only major trait that were associated or related with educational achievement due to the following reasons;

- People who are well organized and efficient planned their times and activities very well hence they are likely to perform better or attain better academic achievements.
- Conscientiousness as a personality characteristic it is associated with several positive outcomes of which academic achievement is not an exception.

6.2 Personality Traits that Related with Job Performance

Different studies on personality argued that there is a positive association between personality traits and job performance. The study conducted by Holmes, Kirwan, Bova, and Belcher (2015) revealed that there was a positive association between personality traits such extrovert, agreeableness and conscientiousness with job performance. On top of that, the study conducted by Andreas (2012) showed that Conscientiousness, Neuroticism, and Extroversion were moderately correlated with job performance among workers. A study conducted by Rothmann and Coetzer, (2003) reported that only personality dimensions of Openness to experience, Emotional stability, Conscientiousness, and Extraversion were related to job performance. On top of that the study conducted by Fauzia (2009) revealed that Conscientiousness, Agreeableness, and Extroversion had significant relationship with job performance. However, the study conducted by Kevin (2007) and Laura 2008 revealed that Openness to Experience, Agreeableness and Neuroticism were the traits that associated with job performance.

On analyzing these findings, it has been observed that, almost personality traits among the big five has been mentioned to be associated with job performance, in this view it can be revealed that if all other factors are constant, then the major traits that were associated or related with job performance were Openness to Experience, Agreeableness and Neuroticism due to the following reasons;

- Personality trait of Openness to Experience will lead to an intellectual curiosity and be creative in performing different jobs

- Personality trait of Agreeableness will lead individuals to establish a caring atmosphere for performing their jobs.
- Neuroticism as a trait it indicates that when it increases the job performance always decreases and when it decreases the job performance increases.

7.0 Conclusion and Recommendation:

It was observed that conscientiousness was the major personality trait that was associated and related with educational achievement of an individual while openness to experience, agreeableness and neuroticism were related with job performance with the conditions that all factors are kept constant. Contrary to other factors been constant, The findings raised a lot of doubts on the Big Five Theory whether the theory considered other factors in achieving different individual life outcome or not. The factors such as socio-economic can also contribute in achieving or not achieving any life outcome of an individual regardless of having certain personality traits related to such achievement or performance. Additionally, the theory qualifies a person in one position by having high intensity in one of the traits and disqualify for another position. Hence, the researcher recommends for the consideration of the other factors if it was not considered before such as social economic which include healthy, income, environment and education on assessing the personality traits that can influence a certain life outcome of an individual.

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