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Relationship between Personality Traits and Academic Achievements of BS English Students in Sialkot

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ABSTRACT

English language learning and teaching has seen many breakthroughs with its rising need. Trade, commerce and tourism have all brought us to one important question, the question of effective and efficient methods of English teaching and learning. Various methods have various impact on students in learning English. However, personality scales and inventories being the theoretical underpinning have least explored in practical implications. This study is an effort to explore if there is any relationship between personality traits and achievement of the students in BS English language classroom. Quantitative research approach was used to collect the data from the BS male and female students at college and university levels from Sialkot. Data were analyzed using descriptive and inferential statistics. Results show that there is an association between learner's personality traits and their academic achievement. Results also show that two of the traits namely openness and conscientiousness have a significant positive relationship with academic achievement. While there is no significant correlation between other personality traits and achievement. Based on the results, it can be said that personality traits should be taken as an advantage and teachers help develop such techniques which can make students better learners. This study is significantly a vital initiative in promoting awareness on the association between personality traits and academic achievement of BS English program in Pakistan.

Introduction

English language learning and teaching has seen many breakthroughs with its rising need. Trade, commerce and tourism have all brought us to one important question, the question of effective and efficient methods of teaching and learning of one language i.e. English (Harmer, 2001). With the hike in cost of training and development, their effectiveness has been questioned again and again. Research on variables influencing training and its effectiveness are also being brought under discussion (Nayernia, Nosrati, & Mohebbi, 2022). A number of researchers have emphasized for the need of research on training programs which go beyond and try to determine why, when and for whom a particular training type is effective and why individual differences need a thorough consideration to make any training more conducive for learners (Bukhari, Shahzad, & Ali, 2022; Phuong & Le, 2023).

English has become the lingua franca in real letter and spirit in the wake of a bilingual world promising ahead (Sung, 2020). To have a deep insight, it is vital to review and discuss English language into its constituent skills namely reading, writing, listening

and speaking. Writing is the top most important and needed skill in all professions and everyday communication. At the same time, writing has been a great challenge, especially for L2 students. Some researchers believe that the ability to write can have deep impact on our lives (Aitken, Graham, Cao, & Nusrat, 2026). Writing is impossible to improve without grammar. Meta language or grammar is the most difficult aspect to learn. Some of the linguists consider tenses to be the central concept in English grammar (Michaelis, 2020). While some considered spoken ability to be of prime importance. Personality, with reference to learning and teaching English, has a major role to play in it. Researchers have classified personality into different constituent traits (Kernberg, 2016). This study is an effort to explore if there is any relationship between personality traits and achievement of the students in the language classroom.

There is a range of the scales of personality analysis and personality inventories that are based on sound theoretical/ideological and practical basis. Conceptually, each personality inventory has contextual importance with respect to its use (Holtrop & Oostrom, 2025). This study is concerned with the personality traits as a yardstick to compare it with the academic achievements of undergraduates. The study of personality traits with relation to learning and especially of language learning is not fully developed. Different researchers have found different number of personality traits. For example, there is a consensus in the literature on five major constituents of personality namely extraversion, agreeableness, conscientiousness, emotional stability and intellect (Costa Jr & McCrae, 1992a; Mayer, 2001; Raggatt, 2006).

Similarly, Lee and Ashton (2004) applies personality analysis which was HEXACO, a model comprising of six personality traits: honesty and humility, emotionality, extraversion, agreeableness, conscientiousness and openness to experience. Hogan (1986) personality inventory consisting of 10 items was presented as a landmark in this regard. With the growing importance of English, every endeavor is being put into play to maximize the learning outcomes of the students in an EFL (English as a Foreign Language) classroom. Costa Jr and McCrae (1992b) explored if five factor model of personality (neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness) analysis holds ground in teaching and learning environment. Their findings proved that five factor model represents basic dimensions of personality and can be used for personality analysis in educational contexts. Widiger and Crego (2019) analyzed the Five Factor Model as a taxonomy of personality traits using lexical and the questionnaire approach. Their study found increasing scope and application of the five factor system of assessment by applying it to languages other than English.

Zell and Lesick (2022) used the big five personality dimensions and job performance in a meta-analysis and reached the findings that the strength of the five factor model provides a practical format for developing and testing hypotheses concerning individual differences in personality. The study conducted by Livesley, Jang, and Vernon (2003), 'the structure of phenotypic personality traits', found that the growing acceptance of five factor model on personality assessment has greatly helped the scientific study of individual differences. Dörnyei (2017), extended the concept of personality traits with relation to individual differences and considered that individual differences like motivation and aptitude have much importance in second language learning.

Miller and Godfroid (2020) further extended the application and importance of the Five Factor model by finding the role of individual differences and learning. They discovered that there is a co-relationship between learning and individual traits. The details showed that impulsivity, intuition and openness to experience have been found having a significant relationship with the implicit learning. Moreover, openness, intuition and impulsivity are the factors of personality that concern the regulation and expression of emotions. The literature also shows that emotional intelligence or competence in perceiving emotions and foreign language acquisition potentially mediate implicit learning (Thao et al., 2023). This discussion provides evidences of a positive connection between emotional intelligence and language learning. However, it further demands to explore the nature of relationship between personality traits and English language learning.

It is very much relevant to understand and probe into the peculiarity of human mind to know the cognitive elements that help or hamper learning a target language. Attempts have been made to know why students from the similar background in a similar learning environment vary in their proficiency in learning a second language (Kallio, Suni, & Šimko, 2022; Wolf, Yoo, & Ballard, 2024). It establishes the fact that there is a need to investigate the role of personality traits in contributing towards learning English as a second language. As discussed above that there are other models of personality traits, yet researches have shown and proved the increasing use and application of the Five Factor model. That's why other than the five-factor model have not been successful. The discussion also points out that it would not be wrong to say that most of the studies carried out in the past have failed to appreciate a consistent correlation between personality types and learning language skills. No attempt has been made in special in Pakistani context. This study is an attempt to fill the gap by exploring the perceptions and relationship of personality traits with reference to BS English program. Thus, this study has the following objectives:

1. To understand the perceptions of personality traits of students of BS English program.
2. To find out the relationship between personality traits and student achievement of BS English program.
3. To measure the differences in personality traits of male and female students of BS English program.

Literature Review

English Language Learning (ELL) has been a phenomenon since the advent of English language use and its promotion. A number of factors affect its learning. This section attempts to review the literature which targets at finding if there is any relationship between the personality of the student and their performance in the English classroom. Many studies conducted by researchers from time to time have tried to ascertain relationship between language learning, gender, personality traits and personality types (Mejía Moreira & Taipe Lasluisa, 2023; Ningrum, Aini, Orwela, & Hajan, 2024). Different researches have been conducted to find a better way to teach the students according to their personality traits. Researchers have classified personality into internal and external factors (Shehni & Khezrab, 2020; Tejada Reyes, 2018). Different factors and their relationship with the achievement in language classroom have also been considered heuristically (Phuong, Vo, & Tran, 2019). Four basic skills of language and studies showing their relationship with personality has also its contribution in learning English. Global context and the demands it poses on the language classroom have also been considered under this section.

In the1980's and 1990's a new paradigm took place in the area of language learning and teaching that shifted from teacher-oriented to a student-centered classroom (Obralic & Mulalic, 2017). This shift offered an opportunity for the students to learn more freely. In learning another language, success is mainly dependent upon the strategies and styles adopted and their affect upon successful acquisition of the target language (Widiger & Crego, 2019). This was a major breakthrough in the language learning. Another innovation that facilitated ELL was personality traits – special characteristics of individuals. One of the most esteemed and most used tool for measuring personality attributes are Myers-Briggs type indicator (Pittenger, 1993). Five factor model of personality by Costa Jr and McCrae (1992a) is another option used in the field of language acquisition. Researches (e.g. M.-L. Chen & Hung, 2012; Obralic & Mulalic, 2017) found a strong correlation between personality traits and prioritized strategies adopted for learning languages. Moreover, it showed that openness to experience was found as the stronger factor in learning language and thus enhancing intellectual activity. However, personality factors appeared with great deal of variation observed among learners. More focus on helping students achieve communication targets in second language thus needs to explore further the role of internal motivation, self-esteem and social competence with reference to students' success in acquiring second language.

Research shows that making students aware of their personality traits can help them pick better strategies to increase their interest in learning second language in a variety of ways (M.-L. Chen & Hung, 2012). Additionally, individual differences with relation to personality traits and second language acquisition (SLA) have attracted the attention of many researchers. Jialing (2019) found the relationship between personality traits and learning a language in Chinese environment. On the other hand, individual personality traits of learners are often neglected in traditional teaching centers. Another important factor of cultural context is varyingly considered in learning English, yet the contributions of psychology toward SLA is of great importance that is considered as the individual differences. Thus, SLA research shifted towards cognitive factors that influence learning the language. This innovation paved the way to explore the learning factors, e.g. intelligence, motivation, learning strategies, and personality. In the 1970s, a storm of inquiry ensued, trying to define the relationship between beliefs about learning personality traits and language (Cowen, 1981). These arguments determine certainly that English language acquisition depends upon a number of factors

Considering internal and external factors influencing SLA (English), it becomes difficult to differentiate between these factors and the cognitive abilities. This ambiguity demands to explore further that which of these such as interest, age, creativity, and cognitive abilities have what kind of weightage in helping learning English. Altunel (2015) investigated why learners with almost similar academic background differ greatly in their ability to pick the target language and found that cognitive differences (extroversion and introversion) have an effect on language learning. Research shows a relationship between the individual differences and personality traits (extroversion and introversion) at a Turkish university using Myers-Briggs Type Indicator (MBTI) with the findings that learning environments and instruction type interrelate with personality type of the students (GU & Hu, 2012). It was also observed that input-based instruction helps introverts more than extroverts in their overall performance in the target language. The review provides a base to explore this relationship in Pakistan perspectives.

Age being the individual difference is considered greatly in SLA. Sharp (2008) found that as the learner grows in age, the role of intelligence declines and the effect of personality grows stronger and stronger with the growing age in learning a second language. Intelligence being the capability to comprehend the surroundings, understanding things and figuring out what to do and how to do

is considered an individual difference in learning a new language (Ghonchepour & Moghaddam, 2018). Thus, cognitive strategies and metacognitive strategies have also been considered the base to successful language learning. Attempts at teaching language learning strategies to the students have been unsuccessful perhaps due to the fact that these abilities involved genetic influence limiting the effect of a possibility of teaching.

General intelligence has been approved by the researchers to be a predictor for academic performance. This evidence indirectly strengthens the idea that success in learning a language is also directly related to the general intelligence since all the academic performance is judged by written or oral examinations. It has also been found out that IQ has a direct relationship with academic performance (Heaven & Ciarrochi, 2012). Some researchers have reported declining correlation as the students move from lower level to the higher level of education. If IQ has a declining predictive effect in adults, a very valid question arises that what is the reason for this decline. The only answer to this question is personality, one achieves what he can achieve but as a grown up, he achieves what he likes to achieve.

Personality has been studied in more than one ways and has been referred to as information processing styles or sometimes as learning styles. Research also shows various styles as two styles (surface and deeper level learning), three styles (utilizing, achieving and internalizing) and the personality traits (Epstein, 2010). Many traits make up factors which further lead to make personality models. Three most popular models are Eysenck Personality Questionnaire (EPQ), the Myers Briggs Type Indicator, MBTI and the Five Factor Model (FFM). Sharp (2008) said that no simple and direct relationship between proficiency in second language and personality could be established. Perhaps the possible reason is that personality preferences considered by MBTI do not consider the environment, maturity and motivation of the student. This discussion sets the stage for further studies in the field. Moreover, a lot of argument has been adduced in support of the relationship between personality and the ability to learn a second language.

Albin, Benton, and Khramtsova (1996) said that psychologists and educators have long been considering interest as a factor that can enhance learning as it directs attention. Recent researches have been investigating what special relation interest can have in learning how to write (Liu, 2024). It has been found that interest is definitely content specific. Moreover, two types of interest namely individual interest and situational interest support various types of writing. Interest along with knowledge supports target language learning especially the writing skill. This discussion calls for exploring the relationship of students' interest in the SLA.

Novikova, Berisha, Novikov, and Shlyakhta (2020), aimed at considering and comparing personality traits and creativity as indicators of success in foreign language acquisition. Famous Five Model personality traits were measured by the Russian neo-five factor Inventory adaptation. To estimate the level of expertise in the foreign language, they used academic achievement as an indicator. They found that creativity has a strong but controversial effect on the proficiency of the learners in the target language and personality traits had a lesser effect. They also concluded that language teachers lack the knowledge of creativity among the students and the role it can play in the learning of a foreign language.

Creativity has not been considered among the factors responsible for success in academic achievement and predict success in foreign language acquisition (Collier, 2014). Though the relationship between personality traits and creativity has been studied thoroughly yet these variables have rarely been studied properly as a predictor of success in the academics. Research shows that flexibility, conscientiousness, imagination, and extroversion have a role to play in the success of the students (Przybył & Pawlak, 2026). There is also a combined effect of creativity and personality traits on the foreign language acquisition. Personality traits are often used as foreign language acquisition predictors in the light of 'five factor model'. Openness to experience is a predictor that predicts academic achievement at high grade school students.

Among the five factors, openness to experience is closely related to academic achievement. Different studies also show that sociability, initiative, curiosity, persistence, and responsibility as personality factors are supportive in SLA (e.g. Novikova et al., 2020; Xu, 2025). Moreover, academic achievement depends upon conscientiousness more than openness. Though creativity is a complex construct with regards to its definition and notions, yet it is considered as a factor that predicts academic success (Paradowski & Jelińska, 2024). There is a close relationship between creativity and academic success. In further depth, bilingualism and multilingualism play a pivotal role in the development of human creativity and relating its impact on foreign language skills (Fox, Corretjer, & Webb, 2019). The students with higher levels of creativity were found to have a higher foreign language acquisition scores.

Different studies showed a positive relationship between personality traits and creativity that ultimately support learners' improved performance in communication skills (Martín-Raugh et al., 2025). Fluency and creativity are important for foreign language proficiency. Thus, personality traits and many other factors can mediate the relationship between creativity and foreign language

skills (Sims, 2017). It is assumed that conscientiousness and openness have a positive impact on foreign language skills under the construct of personality traits. This assumption is confirmed that indicators of creativity have a stronger but inconsistent effect on foreign language proficiency.

Age, interest, creativity and other variables have a positive association with learning of English language apart from the personality traits. There are some other factors such as environment, teaching and learning strategies, attitude and motivation that determine the SLA. Categorizing these factors, Mirhadizadeh (2016) believes that EFL teachers should know internal and external factors and their role in the process of learning a second language. She said this complex process of learning includes grammar and vocabulary of the target language and when learners have strong determination, hard work and persistence they can cope with the challenges.

Environment plays s significant roles among all other factors in acquiring the second language. Students need a lot of encouragement to gain control over emotional experience, emotions, and feelings so that they can get mastery over the second language (Saito, Dewaele, Abe, & In'nami, 2018). There is a greater role of cognitive and metacognitive factors (intelligence, perception, self-esteem, and learning style) and personality in teaching English as SLA (Rahimi & Katal, 2012).

Zhang (2008) believes that second language learners vary in a number of dimensions like personality, learning style, attitude motivation, and age. Personality factors significantly influence the degree of success that individuals achieve in learning a second language. Different personalities react differently to the outer world around them. Extrovert are more in touch with their outer world than their inner world and have strong communicative experiences with others. Extrovert even prioritize their experiences over thoughts and emotions. Introverts, on the other hand, are more interested in their thoughts and emotions. Being shy they are not involved too much with their outer world. Research shows that the reaction of different personalities toward the world and reciprocally the reaction of the world towards them is altogether different. That's how extroverts and introverts have a totally different aptitude. A study also showed that 70% of the high graders were extroverts. Extroverts avail every opportunity of communication. While, introverts feel embarrassed and isolated (Zhang, 2008). This discussion establishes that we are all born with an individuality but we gain our personalities on earth. Environmental influences can help an individual to become a personality. The kind of personality one develops and the type of personality one happens to be has a significant role in learning a second language.

Knight and Fischer (1992) believed that early learning of words link child development and indicates to the individual differences in cognitive development. Traditional models of reading acquisition involving phonological domains and visual domains in this regard were developed. Following individual differences it emerges that there can be two types of learners that is normal ones and the problematic ones. Thus, children who face problems with their reading in the early stages definitely have different developmental sequence of integration between phonological and visual skills than other children (Giguere, Tulloch, Core, & Hoff, 2024).

Considering reading skills and the individual differences, predictors of early reading ability can be like general cognitive ability, verbal ability, phonological memory, speech perception and production and letter name knowledge. Knight and Fischer (1992) are of the view that individual differences help or hamper the ability to read can help us optimize teaching. Like reading, individuals develop their listening skills by virtue of their individual beliefs and attitudes that direct them to use listening styles (people, content and time oriented) and patterns which are no less than individual traits (Sumilong, 2022). The debate demands to explore this in Pakistani context at BS English level discipline.

Kormos (2012) stated that individual differences also play a significant role in learning how to write. Vasylets, Mellado, and Plonsky (2022) are of the opinion that the importance of individual differences cannot be denied in various types of writing (writing in target language, another language and new content). While, Kellogg (2013) model on writing processes such as formulation, planning and producing the content guides that quality of writing depends on an individual's long-term memory and the execution of ideas especially in L2. For teachers, this model help them consider different cognitive and motivational profiles to improve their pedagogy. This discussion establishes to explore this scenario at BS English level in Pakistan.

The relationship of personality traits and the speaking/verbal skills is of great importance under the BS English level. Different studies (e.g. X. Chen, He, Swanson, Cai, & Fan, 2022; Erfani & Mardan, 2017) found lack of clarity in associating the personality traits and English skills. There may be some differences between the extroverts and introverts in learning English. As mentioned in the beginning of this literature review that extroverts are better than introverts because extroverts are identified as more sociable and talkative. Additionally, motivation being the central theme in psychology and one predictor in improving English, how

personality traits play a role in it needs further exploration. This discussion establishes the argument that what the actual differences are between extrovert and introvert personalities, the role of motivation and the external stimulus in learning English.

Extroversion and introversion and learning a second language is also linked with the teaching strategies, teaching styles and other environmental factors such as setting (Y. Chen, Jiang, & Mu, 2015). These elements indicate one possible way to mitigate the difference between the introverts and extroverts. Moreover, these factors provide the students with a favorable environment for learning English. Research shows that personality traits do make a difference in what students learn and how they learn to become English proficient (Angelovska, Mercer, & Talbot, 2021). This discussion shows that teachers may use the strategies that align with the personality types which call for them to have a comprehensive knowledge of the strategies and personality types. This is how personality types can play a significant and true role when effective and conducive teaching and learning environment is ensured.

Asmalı (2017) investigated the relationship between Big Five Personality Traits and test anxiety among learners of English language using Goldberg et al. International Personality Item Pool. The study revealed that 'emotional stability', and 'imagination' personality traits predicted test anxiety significantly. The study also showed that individual differences including personality, aptitude, motivation and intelligence play a significant role in learning second language. A study conducted on the five personality traits and language learning strategies showed that the use of any strategy is a complex issue that is influenced by multiple factors. This findings indicates the role of cultural context that may vary from culture to culture.

Al-Shehari, Ashtaputre, and Alawbali (2023)'s study showed a positive correlation between personality and performance in English at undergraduate level using big five factor model. It is also observed that certain types of personalities are naturally inclined towards gaining a good command of the target language. The study conducted by Rosander, Bäckström, and Stenberg (2011) showed that among the top five personality types' relationship with learning target language, conscientiousness positively predicted performance in the English language. Openness to experience predicted the three dimensions of global competence namely global attitudes, skills and knowledge positively. Research shows that students who differed in personality traits would also differ in their learning behaviors and at the same time in their learning outcomes. Thus, the review establishes the relationship between personality and overall education achievements.

The Big Five Patterns of Personality i.e. Honesty, Neuroticism, Extraversion, Openness, and Conscientiousness as quoted by Goldberg, 1992 (Goldberg, 1992), turn out to be a vigorous approach to conceptualizing and estimating personality traits. Among the five dimensions, conscientiousness is permanently admitted the best forecaster of academic success. Conscientious students often yield better educational performance since they are equipped by systematic, steadfast, and precise learning skills. Meta-analysis found that honesty has the strongest connection with the academic performance of the students at the university level. On the contrary, neurotic students display emotional instability and they lack self-control which often results in a lower educational performance. Anxiety linked with exams and educational stress eclipse their results (Cao & Meng, 2020). Based on this discussion, it can be assumed that the outcome of conscientiousness and neuroticism can also relate to specific accomplishments in learning a foreign language.

The above section has sought to present the extensive literature on the personality types and English as a Lingua Franca and English as a Second Language in various contexts and places. The literature has made clear that though some of the factors of big five personality are not directly and positively related to the learning of English and other factors such as motivation, environment, cultural factors, age, and gender play their role in learning English. Thus, there is a need to explore the impact of personality on learning English as a second language. For this, the following research questions are designed.

1. What do students of BS English program perceive of their personality traits?
2. What is the relationship between personality traits and student academic achievement of BS English program?
3. Do male and female students differ significantly on their personality traits?

Research Methodology

Improving linguistic competence of the EFL learners has become a pivotal issue in the academic environment round the globe in the wake of this bilingual world. Since learning a language is a complicated process which is influenced by many cognitive, cultural, and environmental factors such as, age, motivation, aptitude and intelligence in addition to the pedagogical environment. Personality traits have recently been considered to have a significant effect on the academic achievements of the learners in a language classroom as reviewed in the literature section. Though different researches have been conducted in non-native

environments to trace if there really exists an association between the personality traits and the academic achievements of the students. However, in Pakistani context and perspectives, no such study has been conducted so far to discover the relationship between personality traits of learners and their achievement in the target language. This study is an effort to fill this gap.

Completing the processes of this study, quantitative research approach was more suitable than qualitative one. By design, this is a correlational research. The research aims at unearthing the relationship between personality traits of the students and their achievement in English language in BS English program. Survey research (Watson, 2015) was used to collect data in order to achieve the following research objectives.

1. To understand the perceptions of personality traits of students of BS English program.
2. To find out the relationship between personality traits and student achievement of BS English program.
3. To measure the differences in personality traits of male and female students of BS English program.

All 4 universities and 7 affiliated colleges in district Sialkot were included in the target population of this study. While, the accessible population consisted of 3 universities and 5 affiliated colleges from the target population. Thus, all the BS English (4 year) students in district Sialkot were the population of the study. The sample size consisted of 339 BS level students. Among them 161 were male and 178 were female students from semester first to semester eighth as Table 1 shows this. Convenient sampling technique was used to collect data.

Table 1: Sample Size

Male	Female	Total
161	178	339

Data were collected using two instruments. The first was Personality Traits Questionnaire adopted by Benet-Martínez and John (1998) to measure personality traits of the students. This questionnaire comprises of 44 items and has been used extensively in international context. Secondly, CGPA of all the sampled students in BS English program has been used as an indicator of student's academic achievement in the English language. The pilot testing of the questionnaire was conducted before using it for final data collection. A small group of students was exposed to a pilot study. The pilot study revealed some difficulties faced by the students in deciphering the contents of the questionnaire since it contained psychological terms unfamiliar to the students. Having tested the questionnaire on a group of 25 students, the researchers decided to add meanings of the complex psychological terms in simple English to make it convenient for the participants to get their responses recorded as accurately as possible. Descriptive and inferential statistics were used to analyze the data. In descriptive statistics, mean, min, max, and standard deviation were used. While in inferential statistics, Pearson correlation coefficient was used to measure the relationship between personality traits and students' achievement.

Results

Upon the data collection, proper care was taken to arrange, organize, and analyze the data. Thus, descriptive and inferential statistics were used to analyze it. The results are shown in the tabular forms and interpreted in the below paragraphs.

Table 2: Gender-wise Distribution of Students

Gender	N	Percentage
Male	161	47.49
Female	178	52.51

Table 2 depicts the gender wise distribution. It is observed that 52.51% of the sample comprised of female students while, 47.49% consisted of male students of BS English class.

Table 3: Semester-wise Distribution of Students

Semester	Overall %	Male %	Female %
First	8.55	8.07	8.99
Second	16.22	14.91	17.42
Third	12.70	14.29	11.24
Fourth	15.04	13.66	16.28
Fifth	10.32	9.32	11.24
Sixth	12.39	13.66	11.24
Seventh	16.52	16.15	16.85
Eighth	8.26	9.94	6.74

Table 3 shows the distribution of students with respect to their semester of study. The table shows that 8.55% students belonged to semester one whereas 16.22% students were studying in semester two. Students belonging to semester three were 12.70% whereas 15.04% students belonged to semester four. Students from semester five were10.32% of the sample while students from semester six were 12.39%. The share of the students from semester seven was 16.52% whereas the students from semester eight were 8.26%. Table 3 also contains the data showing the percentages of male population and female population separately. The figures for male and female students are usually not widely apart.

Table 4: Descriptive Statistics of Students' GPA

GPA	Mean	S.D.	Min	Max
Overall	2.978	0.473	1.60	3.96
Male	2.926	0.464	1.60	3.95
Female	3.026	0.476	1.95	3.96

Table 4 records that the minimum GPA of the students was 1.6 and the maximum was 3.96. The mean score of the students was 2.978 with a standard deviation of 0.473. Lower value of standard deviation shows that the variation within the sample was quite narrow. Average GPA in case of male students was 2.926 with a standard deviation of 0.464. Minimum GPA recorded among the male students was 1.6 whereas the maximum was 3.95. As far as the female students are concerned their mean GPA was 3.026 with a standard deviation of 0.476. Minimum GPA recorded in females was 1.95 whereas a maximum was 3.96.

Table 5: Descriptive Statistics of Personality Traits

Variable	Mean	S.D.	Min	Max
Openness	29.938	5.145	11	42
Conscientiousness	31.853	5.429	18	43
Neuroticism	25.171	4.239	13	36
Agreeableness	32.277	4.68	14	44
Extroversion	28.053	4	16	40

Table 5 records the standard deviation among the five personality factors considered in the study. The average score for openness is 30 with a standard deviation of 5.1. Minimum score recorded was 11 whereas maximum was 42. The average score recorded for conscientiousness was 31.853 with a standard deviation of 5.429. The minimum score recorded for conscientiousness was 18 whereas the maximum was 43. The average score for neuroticism was 25.17 with a standard deviation of 4.23. The minimum score

recorded for neuroticism was 13 whereas the maximum was 36. The agreeableness was found with the mean value of 32.27 and a standard deviation of 4.68. The minimum score recorded was 14 and the maximum was 44. The last factor extroversion has the mean value of 28 and a standard deviation of 4. The minimum score recorded for extroversion was 16 and the maximum was 40.

Table 6: Descriptive Statistics of Personality Traits (Male)

Variable	Mean	S.D.	Min	Max
Openness	30.217	5.357	11	42
Conscientiousness	31.957	5.354	18	43
Neuroticism	25.255	4.701	13	36
Agreeableness	32.571	4.901	17	44
Extroversion	28.186	4.29	18	40

Table 6 contains the description of the values of the same variables for the male. The minimum score recorded for extroversion was 18 and the maximum was 40. All other variables have same values of mean and standard deviation with very little equal to non-significant differences.

Table 7: Descriptive Statistics of Personality Traits (Female)

Variable	Mean	S.D.	Min	Max
Openness	29.685	4.947	18	41
Conscientiousness	31.758	5.508	18	39
Neuroticism	25.096	3.785	15	34
Agreeableness	32.011	4.467	14	43
Extroversion	27.933	3.727	16	40

Table 7 contains the description of the personality factors for the female students. The mean score and standard deviation of the females on openness is similar to that of males with 18 minimum score that is higher to males. On conscientiousness, all other scores are similar to that of males except the max score that is 39. On neuroticism, the average score among males and females is similar with the lesser standard deviation (3.78) from males. While the min score in females is 15 and max is 34, the former is greater and latter is lesser than males. Similarly, the min and max scores are in females. While, the min score among females is lesser and all other scores are similar to that of males.

Table 8: Correlation between Personality Traits and GPA

Variables	GPA
Openness	0.610*
Conscientiousness	0.595*
Neuroticism	0.012
Agreeableness	0.075
Extraversion	-0.015

* shows significance at the .05 level

Table 8 records correlation between GPA and the Big five personality traits. It is observed that there is a significant positive correlation between GPA and openness and GPA and conscientiousness. The correlation coefficients are 61% and 59.9% respectively. The correlation between GPA and neuroticism, GPA and agreeableness and GPA and extroversion are insignificant.

Table 9: Correlation between Personality Traits and GPA (Male)

Variables	GPA
Openness	0.610*
Conscientiousness	0.566*
Neuroticism	-0.032
Agreeableness	0.032
Extraversion	0.034

* shows significance at the .05 level

The above Table 9 shows the correlation between GPA and personality traits of male students. The Table shows that there is a significant positive correlation between GPA and openness that is 61%. A positive correlation can also be seen between GPA and conscientiousness that is 56%. However, there is an insignificant relationship between GPA and neuroticism, GPA and agreeableness and GPA and extraversion.

Table 10: Correlation between Personality Traits and GPA (Female)

Variables	GPA
Openness	0.631*
Conscientiousness	0.630*
Neuroticism	0.065
Agreeableness	0.131
Extraversion	-0.059

* shows significance at the .05 level

Table 10 shows the correlation between GPA and personality traits of female students. The statistics shows that female students have significant positive correlation between GPA and openness and GPA and conscientiousness that is to the extent of 63%. Comparing with the above tables 8 and 9, female students also recorded an insignificant relationship between GPA and neuroticism, GPA and agreeableness and GPA and extroversion. Thus, there is almost the same type of tendency between males and females.

Table 11: Linear Regression

GPA	Coef.	Std. Err.	t-value	p-value	95% Conf.	Interval	Sig
Openness	0.038	0.005	7.94	0.000	0.029	0.048	***
Conscientious-ness	0.030	0.004	6.74	0.000	0.021	0.039	***
Neuroticism	-0.006	0.005	-1.20	0.229	-0.015	0.004	
Agreeableness	-0.003	0.004	-0.77	0.442	-0.012	0.005	
Extraversion	-0.008	0.005	-1.58	0.114	-0.018	0.002	
Constant	1.349	0.256	5.27	0.000	0.845	1.852	***

Mean dependent var.	2.978	SD dependent var.	0.473
R-squared	0.457	Number of obs.	339.000
F-test	56.158	Prob. > F	0.000

*** p<0.01, ** p<0.05, * p<0.1

Table 11 shows the results of linear regression analysis. To quantify the impact of personality traits on the student achievement i.e. GPA, simple linear regression analysis was done, where GPA was a dependent outcome variable and five personality traits were as input variables. It has been observed that openness and conscientiousness have a significant positive impact on GPA whereas agreeableness, neuroticism and extroversion have insignificant impact on the GPA. The coefficients associated with openness and conscientiousness are .038 and .030 respectively.

Table 12: Linear Regression (Male)

GPA	Coef.	Std. Err.	t-value	p-value	95% Conf.	Interval	Sig
Openness	0.041	0.007	6.04	0.000	0.027	0.054	***
Conscientious-ness	0.027	0.007	4.06	0.000	0.014	0.040	***
Neuroticism	-0.012	0.006	-1.96	0.052	-0.024	0.000	*
Agreeableness	-0.011	0.006	-1.84	0.068	-0.022	0.001	*
Extraversion	-0.010	0.007	-1.36	0.177	-0.024	0.004	
Constant	1.773	0.341	5.20	0.000	1.100	2.447	***

Mean dependent var.	2.926	SD dependent var.	0.464
R-squared	0.458	Number of obs.	161.000
F-test	26.172	Prob. > F	0.000

*** p<0.01, ** p<0.05, * p<0.1

Table 12 records the results of linear regression analysis of male students. Statistics in the table shows that the coefficient associated with openness and conscientiousness are positive with the value of .04 and .02 respectively. On the other hand, it is observed that neuroticism, agreeableness, and extraversion have insignificant impact on the GPA.

Table 13: Linear Regression (Female)

GPA	Coef.	Std. Err.	t-value	p-value	95% Conf.	Interval	Sig
Openness	0.037	0.007	5.56	0.000	0.024	0.050	***
Conscientious-ness	0.034	0.006	5.72	0.000	0.022	0.045	***
Neuroticism	0.004	0.007	0.61	0.544	-0.010	0.018	
Agreeableness	0.007	0.006	1.14	0.255	-0.005	0.018	

Extraversion	-0.005	0.007	-0.65	0.517	-0.019	0.009	
Constant	0.664	0.375	1.77	0.079	-0.077	1.404	*

Mean dependent var.	3.026	SD dependent var.	0.476
R-squared	0.501	Number of obs.	178.000
F-test	34.538	Prob. > F	0.000

*** p<0.01, ** p<0.05, * p<0.1

Table 13 shows the results of linear regression analysis of female students. The results show that the coefficient value for openness is .037 and the coefficient value for conscientiousness is .034 for females. Results of regression analysis overall and with respect to male and female students show that openness and conscientiousness have a significant positive impact on GPA of the students. While, neuroticism, agreeableness, and extraversion have insignificant impact on the GPA in overall, males and females cases.

Discussion

Results show that there exists a link between learner's personality traits and their academic achievement. Considering overall, results of the personality factors with respect to male and female, the minimum score recorded for extroversion in male was 18 and the maximum was 40. While, all other variables have non-significant differences. The mean score and standard deviation of the females on openness is similar to that of males with 18 minimum score that is higher to males. On conscientiousness, maximum score among females is 39. On neuroticism, the average score among males and females is similar with the lesser standard deviation (3.78) from males. This shows that some of the traits have good scores in males while others have in females.

Further analysis do not show a positive significant correlation between all the personality traits and GPA. However, two of the traits namely openness and conscientiousness have a significant positive relationship with academic achievement that are 61% and 59.9% respectively. The correlation between GPA and neuroticism, GPA and agreeableness and GPA and extroversion are insignificant. Studies (e. g. Sims, 2017; Xu, 2025) show a correlation between the two variables. However, disagreement or contradictory results from time to time indicate other factors which vary from environment to environment and the academic set ups which are different in different parts of the world. These findings are consistent with that of the studies (Asmalı, 2017; Zhang, 2008). Every attempt has been made in this study to involve participants from universities and affiliated colleges and from semester first through semester eighth of BS English program in the target district, Sialkot, so that the results may be free from any bias and can be trustable. The findings show that it was appropriate to select GPA as an independent variable showing the academic achievement of the participants rather than selecting TOEFL or IELTS which are costly and could not be representable in this study.

Results on the gender wise correlation show a significant positive correlation between GPA and openness and GPA and conscientiousness among males that is 61% and 56% respectively. While, other personality traits have insignificant relationship between GPA and neuroticism, GPA and agreeableness and GPA and extraversion. These findings are consistent with the studies conducted by X. Chen et al. (2022) and Obralic and Mulalic (2017). Considering the correlation among females show that there is significant positive correlation between GPA and openness and GPA and conscientiousness that is to the extent of 63%. While, an insignificant relationship between GPA and neuroticism, GPA and agreeableness and GPA and extroversion was found among females. The studies conducted (e. g. Liu, 2024; Mejía Moreira & Taipe Lasluisa, 2023) highlight these findings. It is clear from these findings that there are cultural factors that seem to be associated with the personality traits as these personalities are shaped in cultures and social institutions. Thus, it can further be stated that change in the environment can trigger the difference in the found results.

Analyzing the impact of personality traits on the student achievement show that openness and conscientiousness have a significant positive impact on GPA whereas agreeableness, neuroticism and extroversion have insignificant impact on the GPA. The coefficients associated with openness and conscientiousness are .038 and .030 respectively. Discussing the same among males and females, it shows that male students have positive impact of openness and conscientiousness with the value of .04 and .02 respectively. On the other hand, it is observed that neuroticism, agreeableness, and extraversion have insignificant impact on the GPA. Among the females, it is found that the coefficient value for openness is .037 and for conscientiousness is .034. Thus, openness and conscientiousness have a significant positive impact on GPA of male and female students. While, neuroticism, agreeableness, and

extraversion have insignificant impact on the GPA in overall, males and females cases. These findings are relevant to the studies conducted by Holtrop and Oostrom (2025) and Jialing (2019).

One more herculean achievement this study has achieved is that it has created an awareness among the students of their personality traits and personality types. It gave the participants an opportunity to think about the trips which were a part of their personality and which they have never even thought of. It was practically impossible to give every participant feedback of his or her weaknesses but it gives them an opportunity to think about themselves at least.

Some interesting trends can also be seen from the analysis. Boys are better in the personality trait openness with the mean value of 30.217 and a standard deviation of 5.357. They have a mean value of 31.758 with a standard deviation of 5.508 which is higher than the male participants. As far as extroversion is concerned males have a higher value with the mean value of 28.186 and a standard deviation of 4.29. Girls being naturally shy in eastern culture they have a mean value of 27.933 with a standard deviation of 3.727. Same trends can be seen in linear regression. Male participants are ahead with a coefficient of .041 and females with the coefficient of. 037. Females are ahead as far as conscientiousness is concerned with the coefficient of .034 and males are behind with the coefficient of .027. Personality trait of openness is traditionally observed among males more than female in eastern cultural context whereas females are more responsible compared to their male counterparts.

Considering the findings of this study it should be borne in the mind that 40% of the marks of the students are allotted by the teachers keeping in view their classroom work, in the context of this study. Here openness has a role to play, the students who are better at giving presentations and completing classroom assignment get better marks. 60% of the marks are awarded by the University and at this spot the students will take responsibility and conscientiousness plays its role. Extroversion has been found in some of the study is a better indicator for achievement in the EFL classrooms around the world. In the prevailing situation of the target district Sialkot, this personality trait has not been found contributing significantly towards the academic achievement of the student.

Findings show that individual differences should be taken as an advantage and must help develop such techniques which can make students better learners. Personal attributes and their treatment should be a part of the trainings as a routine. More and more individual difference variables have to be tested and retested. If teachers have complete command over the different personality variables and theoretical foundations, it would be easier for them to apply suitable learning strategies and tactics in different environments. Findings also show that different personality traits motivate the learner to study specific subjects. Based on these findings, language teachers can help the learners polish their personality traits needed for language learning. Introvert students must be helped to break the nutshells of their personality and become better learners.

Conclusion

This study has aimed to explore the relationship between personality traits and academic achievements of BS English students in district Sialkot. For this purpose, quantitative research approach was employed where participants were from different universities and colleges from the BS English Program, semester first to eighth. Findings have shown that among five personality traits two (openness and conscientiousness) of them are more pronounced with respect to their impact on the students' achievement. Other traits show insignificant relationship with the achievements. This insignificance shows other cultural and contextual factors that can be included in the further studies. This study is significant for the teachers as well as students of foreign languages. This study can help teachers classify their students on the basis of their personality traits giving them a better chance to learn. This study can help teachers become more efficient and it becomes easier for the students to learn the target language. The study can help students achieve emotional stability and overcome their personal weaknesses and become better learners. Students classified on the basis of personality traits can be better peers hence better learning environment. Following personality traits, teachers can maximize the output of language classrooms. Teachers may also design remedial treatment on the students failing to achieve the required grades. At national level, this study can be helpful for policy makers who can design the English curriculum in line with personality traits in the country where there is little awareness about the impact or relationship between personality traits and language learning ability and where limited research has been available in Pakistan context in this regard.

The study recommends teachers as well as students of foreign languages to consider the personality traits in learning English. Teachers of foreign language can better classify students on the basis of their personality traits and give them a better chance to learn second language. Teachers should keep in mind the internal (motivation, emotions and feelings), external factors (environment, social and affective factors) and the individual differences to make the complex process of language learning easier. It is recommended for students to achieve emotional stability by overcoming their personal weaknesses and becoming better

learners. Students classified on the basis of personality traits can prove to be better fellows, hence better learning environment in the classroom possible. The sample of this study is relatively small. Thus, the results of this study can be generalized in Pakistani context for the same sector and same program. However, for other language subjects these findings can be transferable. Being treated in the same academic environment, the academic achievement of the participants did not vary consequently and showed a pattern. Independent testing instead of considering CGPA could have produced better results that could be done in the future research. This study opens new horizons for many further finely tuned studies by adding more variables about the academic background of the participants. For example, further studies are possible involving more variables regarding the academic and social background of the students so that more precise results may be obtained and applied in different pedagogical situations. Further studies can also include learning styles and their overall effect on the process of learning. Further research can also investigate the mediations between personality and high grades to obtain more precise and accurate results. Treating English medium background and Urdu medium background as a control will enhance accuracy of the findings in the further studies.

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