LEARNING STYLES AND PERSONALITY AS FACTORS AFFECTING ACADEMIC PERFORMANCE AMONG STUDENTS OF DIFFERENT ETHNICITY: A CASE STUDY

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ABSTRACT

Learning styles and personality are among the factors given the limelight when students' academic execellence is discussed. Personality, a psychophysical system within an individual which determines an individual's behaviour, character and way of thinking also plays a part in students' academic performance. The actual problem among students is their unwillingness to strive their fullest to achieve academic excellence, which stems from the absence of a clear-cut aim of living. Aims must be specific, clear, properly planned and supported with action. This research is significant to raise the awareness that learning styles is not the most prominent factor in determining students' academic achievement. Descriptive frequency and descriptive inferencing methods were used in this research. Results from the research show that students who 'always ask for assistance from my teachers (lecturers) and classmates' will score excellently in UPSR, PMR or in the university - Universiti Teknikal Malaysia Melaka (UTeM).

Keywords: learning styles, personality, academic execellence.

1.0 INTRODUCTION

Learning styles and personality are among the factors given the limelight when students' academic execellence is discussed. To begin with, learning styles is widely known as a discerning element influencing students' academic performance. Being exposed to different learning styles since adolescence, these are then adopted continuously in students' life long learning process. According to Dunn and Dunn (http://mahirppb.tripod.com), the elements influencing students' learning styles are environment, emotion, sociology, physiology and psychology. An individual's learning style responds to the elements of climate, resources and approaches in teaching and learning.

Compatible learning style with the said elements would spring an optimized learning process.

Students' academic excellence is also associated to other factors. Among this are family, friends, teachers, the students themselves, gender, location of school and school environment which act as significant predictors in evaluating students' academic performance in Malaysian schools (Nor Azah Samot @ Samat, 2007). Personality, a psychophysical system within an individual which determines an individual's behaviour, character and way of thinking also plays a part in students' academic performance. Currently numerous researchers are interested in conducting their research from the personality angle; searching, measuring and explaining the various dimensions of human personality that could help in improving academic performance among students (Sidek Mohd Noah, 1998). This acts as a signal that personality can be taken as a guideline in assessing students' academic performance.

1.1   Definition of Concepts

Learning Styles

Yahya Ibrahim (http://www.fp.utm.my/epusatsumber/pdffail) said that learning style is practicing the correct skills of learning and knowing how to prioritize from studying at school until university.

Academic Performance

Primary and secondary school students' academic performance are measured based on the results of national examinations, Primary School Evaluation Test / Ujian Penilaian Sekolah Rendah (UPSR), Lower Secondary Assessment / Penilaian Menengah Rendah (PMR) and Malaysian Certificate of Education / Sijil Pelajaran Malaysia (SPM). Grade for each subject is given based on the marks obtained according to the scale stated; 80-100 (grade A), 60-79 (grade B), 40-59 (grade C), 20-39 (grade D), 0-19 (grade E). Meanwhile, PMR results are tabulated according to the scale 80-100 (grade A), 70-79 (grade B), 60-69 (grade C), 40-59 (grade D) dan 0-39 (grade E). {(http://www.scribd.com/doc/7400464/Latihan-Pengiraan-Gred-Purata)}.

University students' academic performance are assessed based on their performance in semester examination (CGPA). CGPA stands for Cumulative Grade Point Average (grade X course unit) for all courses divided by the total units of all courses taken in university. A student is considered pass and allowed to continue his studies if he achieves

CGPA 2.00 or higher (CGPA>2.00). Students who achieve CGPA 3.50 until CGPA 4.0 are considered excellent while CGPA 2.50 until CGPA 2.99 satisfactory or moderate(high). Meanwhile, students with CGPA 2.00 hingga CGPA 2.49 are classified as moderate (low). Those with CGPA 1.70 hingga CGPA 1.99 are classified as conditional while CGPA lower than 1.70 (CGPA <1.70) failed and disallowed to continue studying.

Personality

Personality is a dynamic organization of psychophysical system within an individual that will determine one's adaptation to the environment. Dynamic Organisation means an integration and connection between various aspects of personality. Personality can change, expand and is not statistical. 'Psychophysical system' is the habit, attitude, values and beliefs, emotional state, sentiment and motive in the from of psychology but possess physical basis in the nerve system, glands and body in general. Mishel (1968) describes personality as behaviour of individuals that are displayed in their everyday lives. This implies that every work or activity done by an individual can provide an impression of their true personality (Sidek Mohd Noah, 1998).

The concept of personality inculcates all psychologically related elements within an individual. This includes thinking, perception, phobia, achievement, motivation, wisdom, belief, ability, attitude, behaviour, value, norms and character. However, the scope is actually wider. Nevertheless, to narrow this down, they can be further categorized into trait, custom, character and attitude. Trait is the most general personality aspect and easily observable in many situations. Among the examples of traits are friendly, shy, arrogant, idealistic, hardworking and self-confident (Siti Hawa Munji dan Ma'rof Redzuan, 1990).

1.2   Statement of Problem

The actual problem among students is their unwillingness to strive their fullest to achieve academic excellence, which stems from the absence of a clear-cut aim of living. Aims must be specific, clear, properly planned and supported with action. Sadly, many amongst us take this too lightly. In actual sense, there exists a mechanism or system within every individual that drives him to achieve the aims set in life. For that mechanism to function, it first needs an aim to achieve (A. Amri, http://uniprof.wordpress.com/2007).

Students' academic excellence issue attracts the attention of the Malays, Chinese and Indians alike. Former Minister of Education Datuk Mahadzir Mohd Khir once stated that many Bumiputra students are slacking off at universities, displaying his concern on the Malays' academic achievement. His statement was seconded by then Deputy Prime Minister Datuk Seri Abdullah Ahmad Badawi who said that the Malay students' attitude has not improved. The students are taking academic excellence too lightly (Ervina Alfan and Md Nor Othman, 2005).

Apart from that, there are views who relate health and stress with academic excellence and social relationships. Examination anxiety can cause stress and low achievement especially among students from low socio-economic status. Students from low income families are seen struggling to adapt with the university culture and in the end failed (Terry Saenz, Marcoulides, G.A., Ellen Junn, Ray Young, 1999).

1.3   Significance of Research

This research is significant to raise the awareness that learning styles is not the most prominent factor in determining students' academic achievement. Not all students with CGPA 3.0 to 4.0 practice excellent learning styles. Same goes with students who obtained 5A until 9A in PMR. Not all of them adopt systematic or excellent learning styles.

This research also intended to highlight that students' personality is also an influencing factor on students' academic achievement. Students who obtained CGPA 3.0 to 4.0 not necessarily possess perfect personalities. Meanwhile, students with CGPA of below 3.0 can not be simply said as having unhelping personalities towards academic success. In this case, the possibility is that these students have traits such as low assertiveness, high introvert, low introvert, high dependency etc. Students' personality traits that point to the negative scale might affect the performance of low-achieving students.

1.4   Objective of Research

Based on the matter discussed, this research generally is aimed to look at and identify:

1.   The relation of students' learning styles formation to their academic achievement.
2.   The relation of differences in learning styles to the academic performance of Chinese students.

3.   The relation of students' personality traits to their academic achievement.

1.5   Research Questions

Hence, based on the research aims stated, the research questions are as listed below;

    i.   Is the formation of students' learning styles affecting the academic performance of students of various ethnicities?

    ii.   Are differences in students' learning styles affecting the academic performance of students of various ethnicities?

    iii.   Are personality traits (15 traits) affecting the academic performance of students of various ethnicities?

2.0   LITERATURE REVIEW

2.1   Academic Performance

According to Honey and Mumford (1986) and Claire Weinstein (1987), learning styles can be divided into four categories that are activist, reflectionist, theorist and pragmatist. Learning styes are closely related to attitude, personality and characteristics of an individual. They encompass internal and external thinking as well as the behaviour which permits effective learning. In other words, learning styles can help to polish the effective way of thinking so that good academic performance can be attained. Dunn (1978) recommends that teachers, students and parents understand the students' learning styles and accept the differences as an advantage which is then used effectively in their learning process. Since learning style will affect their performance, the task of selecting an effective learning style is crucial. In this case, students would notice that some obvious learning styles can be observed; some are dependent on the teachers while some place a heavier emphasis on independent learning.

Every individual has varied learning strategies with different intensities with one another even if their age is the same. Individual differences are defined as the variation in the aspects of physical, mental, emotional and social development among individuals. Santhi Suppiah (2000) stated that individual differences can be explained as "the variation in a group's norms from the aspects of cognitive, emotional, physical, moral, behaviour, social, talent and other aspects that could exist among the individuals belonging to a group".

Honey and Mumford (1992) conducted a number of researches to identify the dominant learning styles for different groups. They discovered that there are four most dominant learning styles – activist, reflector, theorist and pragmatist. The learning styles were categorized according to the attitude most obviously shown by the students. For instance, students who belong in the activist group are usually impatient, highly inquisitive on new things, moves fast and quick to respond. They are also interested in practical works, games, sports and co-curricular activities.

In explaining about learning as a strategy, Dunn (1979) stated that countless researches done years ago have proven that learning strategies vary between people regardless of age, socio-economic status or IQ. Some learning styles or habits change when children grow up and mature, while some remained permanent and unchanging. The permanent ones are those that will affect the children's academic performance. A child's learning style before enrolling in school might change or stay the same. If the learning style is compatible with the course/stream that he takes, positive impact on the academic performance can be expected. Dunn (1979) discovered that when methodology, resource and program are accurately matched with students' learning styles, their performance and attitude will improve and vice versa (http://eprints.utm.my/5889/1/aziziyah_masalah.pdf).

Amiruddin Ismail, Aini Hussain, Azami Zaharim, Abdul Khalim Abdul Rashid, Nurina Anuar, Zulkifli Mohd Nopiah and Mohd Jailani Mohd Nor (2005) in their research on 'Menjana Kecemerlangan Dalam Kalangan Pelajar Cina Aliran Kejuruteraan di Universiti Kebangsaan Malaysia' (Breeding Excellence Among Chinese Engineering Students in Universiti Kebangsaan Malaysia) have shown that there is a connection between personality, learning styles and academic performance. Both personality and learning style factors can affect values, well being and an individual's personal identity. (http://www.eng.ukm.my/v2/document/sppb2005.pdf).

2.2   IPS Profile Definition

All scores obtained are examined and discussed. Score definition relating to the said traits are as stated:

Aggressive
Low score (1-40%): a passive person. In most cases you allow other person to manipulate your feeling and action.
Moderate score (40-70%): an assertive and firm person. In most cases

you usually would claim your rights but at the same time taking care of other people's heart and feeling.

High score (70-99%): an aggresive person. You like to criticize other people. In most cases, other peole's heart and feeling are not your priority, what matters is your aim and objective is met.

Analytical

Low score (1-40%) : you are not interested in things that require analysis. You are a practical individual. When interacting with other people, you refuse to 'read between the lines'.

Moderate score (40-70%) : your analytical ability is moderate. Your interest in doing analysis in average.

High score (70-99%) : you are sensitive to your surrounding, love to analyse other people, your self or situations. You like to observe, analyse and research.

Autonomy

Low score (1-40%) : you prefer to take orders from other people and social stuctures that demands obedience.

Moderate score (40-70%) : your autonomy level is moderate.

High score (70-99%) : you prefer absolute independence in taking actions and autonomy in controlling and determining your daily activities.

Dependent

Low score (1- 40%) : you like to be independent. In making decisions or doing an activity, you usually do not depend on other people.

Moderate score (40-70%) : your dependence level is moderate.

High score (70-99%) : you really are dependent on other people. In making decisions, you hope to get some advice or opinion from other people especially those who have the authority. You always ask other people to point the direction for you.

Extrovert

Low score (1-40%) : you dislike to socialize and would usually avoid doing it. You always avoid from intearcting in big groups and feel more comfortable to be in a small group. You prefer to work alone or one-on-one.

Moderate score (40-70%): you have both social and anti-social characteristics. Generally your social level is moderate.

High score (70-99%): you love to socialize with people. You like to interact, surrounded by many people and feel uncomfortable being alone.

Intellectual

Low score (1-40%) : you feel uncomfortable with theoretical matters. You prefer structured, practical and pragmatic works. You would usually choose skill-based jobs.
Moderate score (40-70%) : your intellectual level is moderate.
High score (70-99%) : you love activities that challenges your intellect. You feel content with knowledge-based activities but do not feel the same with routines.

Introvert

Low score (1-40%): you like to get involved with interpersonal relationships and mingle with the public. You are a social person.
Moderate score (40-70%) : your social level is moderate.
High score (70-99%) :you are an anti-social person and will avoid situations that require you to communicate. You feel comfortable working alone or one-on-one.

Variation

Low score (1-40%) : you prefer work situations that are stable and safe. You feel uncomfortable with new situations and experiences.
Moderate score (40-70%) : your variation level is moderate.
High score (70-99%): you can appreciate situations that open the opportunities for new experiences. You like changes and eager to try something new. You are an adventurous person.

Endurance

Low score (1-40%) : you lack physical, mental and emotional endurance. You put aside things that you consider invaluable and get bored too easily. You get satisfaction from creative works that could relate to many.
Moderate score (40-70%) : your endurance level is moderate.
High score (70-99%): you possess physical, mental and emotional endurance. You are able to finish all your tasks and never give up. You are highly motivated in fulfilling you goals.

Self critic

Low score (1-40%) : you always perceive that you are right and other people is at fault.
Moderate score (40-50%) : you are emotionally and psychologically stable.
High score (60-99%): you are a problematic individual. You might suffer from low self-esteem, bombing, self guilt or pessimism to achieve something. Individuals with score range of 60% to 70% are advised to get individual counselling while those with score of more than 70% really need individual counselling.

Controlling

Low score (1-40%) : your prefer to lead than to be lead.
Moderate score (40-50%) : your controlling and leadership level is moderate.
High score (60-99%): you like to control or lead other people. You prefer to lead, and not be lead. You usually choose jobs that put you in a leading position.

Helping

Low score (1-40%) : you dislike to get emotionally involved with other people, and prefer to focus on your own business.
Moderate score (40-70%) : your helping level is moderate.
High score (60-99%) : you have an eagerness to sympathize, show affection, help and provide for others' welfare.

Support

Low score (1-40%) : you dislike to be emotionally dependent on other people.
Moderate score (40-70%) : your support level is moderate.
High score (60-99%) : you have the desire to be loved, understood and gain symphaty. A combination with low score for personality trait shows that you are a selfish individual.

Structured

Low score (1-40%) : you prefer unstructured and not routined activities.
Moderate score (40-70%) : your structured personality is moderate.
High score (60-99%) : you prefer things that are structured, routined and detail in nature. You love works that require neatness, order, precision and repetition.

Achievement

Low score (1-40%) : your motivation level is low and not bothered of status or power in your job.
Moderate score (40-70%) : your motivation level is moderate.
High score (60-99%) : you are highly motivated and love to compete to achieve goals.

Deceit

This is a specific scale to trace respondent's honesty in answering test items. Higher that 50% score shows that respondent tends to be dishonest in giving answers and therefore the profile obtained can not be trusted. This scale is a validity scale and was included in the IPS measurement tool in 1998 (Sidek Mohd Noah, 1998).

3.0   METHODOLOGY

Descriptive frequency and descriptive inferencing methods were used in this research. A descriptive frequency research was done on the relation of students' leaning styles with their academic performance on 70 Pay Fong Pimary School students, 70 Pay Fong Secondary School students and 291 Universiti Teknikal Malaysia Melaka (UTeM) students. A total of number of 431 respondents was involved in this research.

Meanwhile, descriptive inferencing research using Statistical Packages for Social Science 18.0 (SPSS 18.0) was done to identify the significance between personality traits with the academic achievement of students of various ethnicity in UTeM. The instrument used questionnaire based on the Sidek Personality Inventory (Sidek Mohd Noah, 1998) and four Learning Styles that are activist, reflector, theorist and pragmatist as proposed by Honey dan Mumford (1992).

4.0   RESULTS AND DISCUSSION

Research on Learning Styles

The elements or factors in measuring learning styles as contained in the questionnaire are:

  i.   personal motivation
  ii.   always looking for assistance for teacher or classmates
  iii.   behaviour at school
  iv.   self reinforcement

Research found that 59 respondents that are 84% of Chinese students at Pay Fong Primary School scored 4As to 7As in UPSR practiced the 'I always get assistance from my teacher or classmates' learning style. Meanwhile, 9 respondents, or 13% of Chinese students at Pay Fong Secondary School scored 6As to 8As in PMR in 2009 for practicing the same learning style.

Research was also done on the 'I always ask for assistance from my teachers and classmates' learning style on Universiti Teknikal Malaysia Melaka (UTeM) students. Results show that those who scored CGPA of 3.00 to 3.50 practiced this learning style – 56 students (80%). Meanwhile, 4 students (6%) scored CGPA 3.50 to 4.00 practiced the 'I can re-inforce myself' learning style.

Research on Personality Traits

Based on the research on relation of personality trait with students' academic performance in Universiti Teknikal Malaysia Melaka (UTeM), results show that 44 students (15%) obtained CGPA of 0.01 to 2.49 (low level), 174 students (60%) obtained 2.50 to 2.99 (moderate) and 73 students (25%) scored 3.00 to 4.00 (high level).

Comparative analysis on questionnaire items in testing Hypothesis 1

1. There is no significant difference between personality traits and students' academic performance.

Table 1 below displays mean score analysis and one way Anova to determine the difference of 'aggressive personality' with students' academic performance for independent sample. From Table 1, sig. F recorded is 0.21 which is bigger than the significant level set (0.05), showing a tendency to be significant. Hypothesis is accepted. This means that the students are proven to possess strict personality and can not be easily manipulated by other people.

Table 1: Mean score analysis and one way Anova to determine the difference between traits 'aggresive, autonomy, dependent, extrovert, intellectual, introvert, endurance, controlling, helping, supporting, structure and achievement' in terms of academic performance.

	Personality Traits	Academic Performance Mean (CGPA / PNGK)			F ration	sig. f
		Low (0.01- 2.49)	Moderate (2.50- 2.99)	High (3.00- 4.00)		
1.	Aggresive	59.55	56.55	60.82	1.56	0.21
2	Analytical	65.00	58.22	54.38	3.31	0.04*
3.	Autonomy	76.82	72.18	71.23	1.52	0.22
4.	Dependent	67.73	68.85	67.26	0.21	0.81
5.	Extrovert	55.68	55.29	55.07	0.01	0.99
6.	Intellectual	50.23	46.78	43.84	1.21	0.30
7	Introvert	51.82	52.53	49.18	0.61	0.55
8	Variation	66.14	64.66	56.16	5.92	0.003*
9	Endurance	65.45	65.92	66.30	0.02	0.98
10	Self critic	67.73	60.86	58.63	3.19	0.04*
11	Controlling	45.23	47.30	46.99	0.11	0.89
12	Helping	76.59	75.40	71.64	1.32	0.27
13	Support	62.05	60.40	57.40	0.72	0.49
14	Structured	71.59	72.24	70.27	0.29	0.75
15	Achievement	76.14	75.29	73.42	0.31	0.73

*significant at 0.05.   n=219

Based on Table 1 above, one way Anova analysis shows that there are significant differences on analytical, variation and self critic traits on academic performance. The 'f' value obtained for analytical trait is 0.04, variation 0.003 and self critic 0.04. All three 'f' values are very low compared to the significant level set that is 0.05 (5%) and shows a tendency to be significant.

For other personality traits, results show that there is no significant difference in terms of academic performance as the 'f' value obtained is higher than the significant level (0.05). Next, in order to determine the mean pairs that are really different for traits analytical, variation and self critic in terms of academic performance, the LSD (Least Significant Difference) test was done. Table 2 below shows the analysis result of

LSD test on stated traits. Findings of the anylitical personality trait tested using LSD test analysis show that there is significant difference between the mean of students who achieve low academic performance with those who achieve high academic performance.

For variation personality trait, the same LSD test analysis displays no significant difference between the mean of students who achieve high academic performance with those who achieve low and moderate performance. Meanwhile, the self critic personality trait LSD test shows that there is significant difference between the mean of students who achieve low academic performance with the high and moderate achievers.

Table 2: Analysis of LSD test on comparison between anlytical, variation and self critic personality traits and academic performance

Personality Traits	Academic Perdormance	Mean	Pencapaian akademik		
			Low (0.01-2.49)	Moderate (2.50-2.99)	High (3.00-4.00)
Analytical	Low (0.01-2.49)	65.00	-		
	Moderate (2.50-2.99)	58.22	ts	-	
	High (3.00-4.00)	54.38	0.01*	ts	-
Variation	Low (0.01-2.49)	66.14	-		
	Moderate (2.50-2.99)	64.66	ts	-	
	High (3.00-4.00)	56.16	0.01*	0.002*	-
Self Critic	Low (0.01-2.49)	67.72	-		
	Moderate (2.50-2.99)	60.86	0.04*	-	
	High (3.00-4.00)	58.63	0.01*	ts	-

* significant at 0.05; ts – not significant

Therefore, hypothesis 1 can be accepted since there truly is no significant relation between personality traits aggresive, autonomy, extrovert, intellectual, introvert, endurance, controlling, helping, supporting, structured and achievement.

Analysis and LSD test done on the said personality traits do not show any significant relation with academic performance as the 'f' value obtained is higher that 0.05 significant value. Meanwhile, analysis of LSD test on comparison of traits analytical, variation and self critic

in terms of academic performance show that there is significance difference between mean value of students who achieved low academic performance with those of high academic performance.

This implies that hypothesis 1 can be accepted for personality traits aggresive, autonomy, dependent, extrovert, intellectual, introvert, endurance, controlling, helping and supportive. This also mean that students who scored low CGPA (0.01 – 2.49), moderate (2.50 – 2.99) and high (3.00 – 4.00) are those who prefer structured tasks, routined and detail in nature. Besides, they will prepare early for the semester final examination at university (UTeM). Apart from that, they like to assist their peers in revising their studies (helping personality trait score is high). There are highly motivated and eager to compete in achieving their aims (achievement personality trait score is high). They are also able to make their own decisions for examination preparations (autonomy personality trait score is high). Therefore, hypothesis 1 which states that there is significant difference between personality traits in terms of academic performance can be accepted.

1.   Learning Styles and Academic Performance

Results from the research show that students who 'always ask for assistance from my teachers (lecturers) and classmates' will score excellently in UPSR, PMR or in the university - Universiti Teknikal Malaysia Melaka (UTeM). It is possible that students belonging to this group do not feel shy or afraid to ask questions to their teachers or lecturers when having any problems in learning. They are the students who seek for the 'quality time' to ask questions whenever there si any opportunity to do so whether inside or outside the classroom/lecture hall. Meetings and face-to-face discussions might happen between the teacher (or lecturer) and students in the teacher or lecturer's room or any space possible.

The research also discovered that there is a possibility that the students involved in this research might be facing no problem in interacting with their peers. Students who are weak in certain subjects feel comfortable and confident to seek for assistance from their high-achieveing peers. Naturally the high-achievers are also very helpful to the latter. This opens up a possibility of forming an effective study group where discussions, homework and assignments could be settled together.

2.   Personality Trait and Academic Performance

One way Anova analysis for Hypothesis 1 (there is no significant

difference between personality traits and academic performance) can be accepted for traits aggresive (sig. f value - 0.21), autonomy (sig. f value- 0.22), depending (sig. f value - 0.81), extrovert (sig. f value - 0.99), intellectual (sig. f value - 0.30), introvert (sig. f value - 0.55), endurance (sig. f value - 0.98), controlling (sig. f value - 0.89), helping (sig. f value - 0.27), supporting (sig. f value - 0.49), structured (sig. f value - 0.75), and achievement (sig. f value - 0.73). This implies that students with Low CGPA (0.01 – 2.49), Moderate CGPA (2.50 – 2.99) and High CGPA (3.00 – 4.00) possess assertive strength and self drive in undertaking teaching and learning process (moderate aggressive score).

They are able to act, take control and determine their daily activities independently (high autonomy score). In addition, they also prefer to work things out on their own make decisions without depending too much on other people (low dependency score). They love to interact, communicate, mix with the public and feel uncomfortable alone (extrovert score and low introvert score). They have no objections or difficulties to interact with lecturers when having problems in learning, increasing the chances for academic performance to improve. This research is in line with the one done by Fauziah Kartini, Mac Croskey, Daly & Sorensen, Popengga & Prisbell (in Nik Hasnaa Nik Mahmood 2005) which stated that 'anxiety in communication is a phenomenon happening among university students and affecting their academic performance. Students suffering communication anxiety obtain lower results compared to students who don't '.

Next, these students prefer knowledge-based activities that are intellectually challenging even though much repetition is done (high intellectual score). They possess physical, mental, spiritual and emotional endurance as well as hate to procrastinate in finishing assignments given by their lecturers. They also have the tendency to lead and guide themselves and other people but dislike being lead and guided (low leading score). Therefore, they can be said as students who possess high level of discipline in facing examinations every semester.

Other than that, they also like to help other people who are in need (high helping score). This means that their peers who are weak in academic can expect to receive help and assistance in their studies. These students also possess a desire to be loved, understood and obtain sympathy (high supporting score) as well as a liking to routines, structured and detailed tasks, neatness, order, accuracy and repetition (high structured score). This can help a lot in their pursue towards academic excellence. They are also highly motivated and love to compete in achieving their aims (high achievement score).

Despite all this, hypothesis 1 can still be accepted as three personality traits – analytical, variation and self critic have a tendency to be significant. Research done by Norhani Bakri, Noor Zainab Abd. Razak, Hamidah Ab. Rahman & Aminah Hj. Ahmad Khalid (2005) proves that type of personality (ekstrovert & introvert) does not directly affect the performance of Universiti Teknologi Malaysia, Skudai (UTM) students for there are numerous other factors playing their part such as study technique, student's attitude, interaction, interest, motivation, spiritual aspect and students' self confidence. Low academic performance is not necesarily caused by students' personality. Majority of students possess balanced personalities thereby indicating that they are indeed able to strive for the best in their lives.

5.0   CONCLUSION

From the research, it can be concluded that personality does not affect students' academic performance. 12 personality traits - aggresive (sig. f value - 0.21), autonomy (sig. f value - 0.22), depending (sig. f value - 0.81), extrovert (sig. f value - 0.99), intellectual (sig. f value - 0.30), introvert (sig. f value - 0.55), endurance (sig. f value - 0.98), controlling (sig. f value - 0.89), helping (sig. f value - 0.27), supporting (sig. f value - 0.49), structured (sig. f value - 0.75), and achievement (sig. f value - 0.73) are not significantly related to academics performace. Meanwhile, learning style 'I always ask for assistance from my teachers (lecturers) and classmates' helps students a lot in excelling in their studies.

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