

# The Impact of Personality Characteristics of Students on Educational Status and Their Evaluation

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**Abstract:** Identifying effective factors in motivating students' academic achievement is very important. Identifying and eliminating barriers can help in the educational and evaluation situations, resulting in saving time, material and spiritual costs. Identifying various factors, such as personality factors that are related to the motivation of students' academic achievement, will help students to navigate to channels that their main path in life and the personality is of the most fundamental concepts of psychology. Personality psychology is a domain that examines individual, emotional and behavioral features that are usually constant and predictable and can be tracked in daily life. In this research, by analytical-descriptive method and collecting information from various sources of writing and Internet, we will examine the effect of students' personality characteristics on educational status and their evaluation.

**Keywords:** Personality Traits, Academic Achievement, Education, Students.

## Introduction

Educational status and academic evaluation of students are not only a significant issue for parents and educators of the country's education, but also for all those who are interested in the development of adolescents and the development of society. Several factors play a role in the academic performance of learners. In recent years, the role of personality traits, learning strategies, and motivational beliefs have attracted attention of experts. The results of various researches indicate that some of the components of personality with academic performance are positive and some of the relationships between personality traits, motivational beliefs, and strategies etc., have a negative relationship with it. In this research, considering the impact of defining personality traits on the performance of individuals, we will examine the personality traits of students on the educational status and their evaluation.

### **Definition of personality**

Personality is defined as a set of behaviors and modes of person's thinking in everyday life characterized by characteristics of homogeneity, stability, and predictability. Gordon Allport seems to have given the best definition of the personality. He points out that the personality is the organization of dynamics within an individual, and includes those psycho-physical systems that determine his behavior and thought (fa.wikipedia.org).

### **Definition of academic achievement**

Students' academic achievement is one of the important indicators in the evaluation of education, and all efforts in this system are considered to be an attempt on the part of the community to act as such. In general, society as a whole and in particular the education system is interested in and concerned about the fate of children, their successful development and development and it is expected that the students in various aspects, including cognitive dimensions, skills and abilities, as well as emotional and personality dimensions, as they need to be advanced and excelled (Pourshafee, 1991).

### **Students' personality traits and their impact on educational status and their evaluation**

Undoubtedly, in today's modern world, one of the signs of a person's success is academic achievement, without which no country will be able to develop. The students who have academic backgrounds regard the family and the community as respectful of them. In society, they will be more spirited and more alert, and along with them, they will be reduced by the high costs of education and training that will be imposed, while today's drop in education is one of the concerns of families and practitioners of education. Among the topics of interest to educational science experts is to find the conditions and facilities necessary for successful study and academic achievement, but failure to study leads to personal and social problems and deviates from the goals of the education system. Researchers have identified different factors in the academic achievement of students. One of the factors that affect students' academic achievement is their personality traits (Seif, 2006).

Each person is equipped with some tools for entering the community and, as a result, confronting various situations and individuals (from a cultural and economic point of view). These personal tools can be considered as psychological structures that can help him to confront life events. These psychological structures are mutually influenced by various factors, such as family, community, peer group, etc. On the other hand, it affects them. For this reason, researchers have always focused on the effects of these psychological components on various aspects of life, including the impact of personality factors on career, academic and social performance (Kazu, 2009).

It seems that what can help one person, the family and ultimately one country in the path of progress, most of all, is to benefit from people who are not only well-motivated, but they have also completed successfully their education. Awareness of the psychological aspects of students can act as a powerful teaching aid tool. For example, understanding how a student behaves in a particular context can lead to an increase in the impact of educational tools, as well as teaching methods for teachers and education and education systems, and ultimately on academic achievement of students (Kolb & Kolb, 2005).

### **Blumer's Theory for Students' Academic Achievement**

Blum, in his school learning theory, is trying to determine the variables that make people different in their academic achievement. He believes that if the three variables identified are carefully taken into account, learning in schools will be best done, and schools will move towards an empty educational system. These three variables are:

1. Student mastery of the requirements for the desired learning;
2. The amount of motivation the student has to learn (or can have);
3. The degree of fitness of the educational method with the student's circumstances and characteristics (Mansouri, 2010).

### **The relationship between test anxiety and educational status and evaluation of students**

The existence of a small amount of anxiety in students about the school and doing its assignments is necessary and makes them feel responsible, planning and studying for most of them. Even in cases where some students do not feel responsible for the lesson, the exam and the school, it is sometimes necessary for teachers or parents to explain the consequences of students' failures and laziness in their anxiety. But, on the other hand, several studies have

shown that, if the anxiety is severe, there will be a decrease in students' academic achievement. In other words, one of the main reasons for students' failure or abstinence is the test anxiety, which in some studies has contributed about 15-20%. In general, research findings indicate a negative relationship between anxiety and academic performance. However, some research findings indicate that there is no significant relationship between the two variables. It seems likely that calculating the mean scores as academic performance and teachers' unrealistic valuations is explanations for the lack of correlation between the two variables (Khaksar Beldaji, 2005).

### **The Effect of Students' Thinking and Attitudes on their Academic Achievement**

The relationship between students' attitudes towards their subjects and their academic performance attracted many research. The student's willingness to learn is a measure of student interest in the subject of learning. When the students begin to learn a particular subject, it can be seen that they differ greatly in their learning style, even before they begin to teach each other. Some are explicitly interested in learning the subject, and learning content is appropriate and interesting to them, and they attach great importance to it. Another group considers it a form of coercion or duty. For that matter, they are of little importance and learn the content of learning with little interest and enthusiasm. According to Bloom, people are different in terms of emotional readiness in dealing with learning, and these differences appear in their interests and attitudes. When a student reveals a learning assignment with eagerness and interest, learning will be easier and this student will be in the same condition in comparison with students who have less passion and interest, they teach the tutorial much faster and with a higher level of achievement (Biabangard, 1991).

Each student begins the subject of a new learning with the history that is thought to be related to this assignment. It does not matter whether the perception or perceptions of an individual are as consistent as reality. What is important is that the student's perceptions affect his attitude to the subject of learning, and this predicts his future performance in that particular subject. The current efforts in changing the way of education are derived from the belief that all students can learn. As noted earlier, the motivational needs have led researchers to study the relationship between attitude toward lessons and progress. Even decreasing instability in positive emotions can be affected in cognitive processes and then in progress. Although the research failed to collect the findings of the agreement on this relationship, a number of researchers have found a positive relationship between these two variables (Lashkaripour et al., 2006).

Therefore, it can be concluded that one of the factors affecting academic achievement is its attitude towards it. However, it should be noted that failing to achieve academic achievement, generally referred to as academic failure, cannot be solely due to the variable of attitude (Moaffagh, 2006).

### **Conclusion**

Since humans have different differences in their dimensions and these differences are manifested in abilities, talents, pleasures, and ultimately in personality, recognizing the personality traits of students and guiding them in choosing the appropriate field of study allows them to adapt the issues with their interests and competencies and they spiritually and psychologically make safe their environment and their occupational and educational backgrounds and in that environment, their abilities and skills will be used and their actual talents will be appeared. Therefore, paying attention to various educational and occupational preferences and personality traits of individuals leads them to examine the relationship between the personality traits and students' learning styles in appropriate fields of study and career and increase their motivation and ability. Therefore, one of the most important factors affecting the academic achievement of students is their psychological and personality traits. Each person is equipped to enter the community and as a result of confrontation with various situations and individuals (culturally, economically, socially, etc.) with tools such as psychological structures and certain personality traits.

### **Conflict of interest**

The authors declare no conflict of interest.

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