THE RELATIONSHIP BETWEEN PERSONALITY TRAITS AND SELF-REGULATED LEARNING WITH ACADEMIC PERFORMANCE OF STUDENTS IN ISLAMIC AZAD UNIVERSITY OF WEST MAZANDARAN PROVINCE

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Abstract

The objective of the present study is to examine the relationship between personality traits and self-regulated learning with academic performance of students in Islamic Azad University of west Mazandaran province (Iran). Statistical population of the study includes all undergraduate students in Islamic Azad University of west Mazandaran province that are 16,686 students. The sample size was 375 students which was determined with the reference to the table of Krejcie and Morgan. Sampling was conducted by stratified random. Tools used to collect data included questionnaire of self-regulated learning by Zimmerman and Pons (2000), questionnaire of personality traits and scale of academic performance. Descriptive and inferential statistics were used to analyze the data. In inferential statistic, multiple regression analysis (stepwise model) and the Pearson correlation were used to assess hypotheses. The research findings showed that:

- There is positive significant relationship between personality traits, self-regulated learning with academic performance of students in Islamic Azad University of Mazandaran Province.
- There is positive significant relationship between personality traits and academic performance of students.
-There is positive significant relationship between self-regulated learning and academic performance of students.

Keywords: Personality Traits, Self-Regulated Learning, Academic Performance.

1. Introduction

Education is extensive, complex and time consuming and yet the most fruitful achievements of human that requires cooperation with various institutions, numerous people and coordinate all relevant activities. Recently, researchers of human motivation have emphasized on the issues of self-regulation. The aim of this theory is to explain why and how students learn by themselves and what students need to know about themselves and do their homework to achieve independence and self-confidence (Spolding, 2006:59). This theory suggests that for self-regulation, individual needs to achieve behavioral strategies, cognitive and meta-cognitive as well as a sense of efficacy in the use of the strategies and then internalize them. In other words,

this approach is of the opinion that how students can manage their own learning and select behavioral strategy, cognitive and meta-cognitive to maximize the result of their efforts associated with their tasks and holds their attention, even under the worst conditions (Zimmerman, 2004:127).

Self-regulated learners are those who know effective strategies for learning and method and time to use them. For example, they know how to divide difficult problems into simpler steps or try other solutions. They know how and when to glimpse to contents and when study for a deeper understanding. They know how to write for giving information and convincing (Slowin, 2006: 98). In addition, self-regulated learners by self-learning are motivated not only with score or approval of others (Pokay & Blomanfeld, 2008:368).

In order to grow self-regulated student must be pleasant in identify, select, and use of behavioral strategies, cognitive and meta-cognitive that increase attention and efforts.

Personality traits also affect individual learning. Trait is characteristic or distinctive personal qualities. In our daily life when we describe personality of familiar someone, in fact we follow often the approach of trait. We have a tendency to choice the prominent features or factors and we use them to summarize what the person looks like it (Schultz, 2008).

Grouping people by traits is comfortable and is possible by appealing to common sense. Robert Mc Crae & Paul Costa proposed famous five factor theory of personality and try to prove different approaches converge around this axis.

- Lin and Hyde (2009) found that motivational beliefs and self-regulated learning strategies are two important factors in students' academic performance and there is a significant positive relationship between motivational beliefs and self-regulated learning strategies with academic performance.

In study of Watson & Kelark (2008) and review of 100 male and female students were found that students with high score on extraversion be able to cope with routine stress better than students with low scores on extraversion. Extraverts also more likely seek to help and social support to deal with their stress.

Reinhard (2005) identified self-regulation learning as an important component of academic success and reported significant relationship between self-regulated learning and the mean of students.

Williams (2009) found that increasing self-regulation learning of students associated with greater their progress and raised that people who consider deserve self-regulated in term of learning, they tend to the achievement.

-Bilgel (2006) quotes Dadashi (2010) examined the relationship between personality traits and learning strategies and student performance in two study. 5 personality traits of neuroticism, extraversion, openness, agreeableness and conscientiousness were measured using the NEO questionnaire. Research results using factor analysis showed that regular learning associated with personality traits of conscientiousness and comprehensive learning associated with openness. Another hypothesis showed that in personality traits (conscientiousness), there is significant difference between male and female students of Islamic Azad University and Payam Noor in Maku (Iran).

Research of Entwistle (2008) showed that there is a relationship between five major factors of personality and self-regulated learning strategies of girls and boys. There is significant difference between mean of boys and girls learning strategies and the other that there is a significant difference between the means of five major factors of personality in boys and girls.

Study of Jones & Green (2004) supports the significant correlations between the five major factors in predicting self-regulatory strategies.

Researches of Zeidner & Matthews (2009) showed that personality can be predictor in educational and career performance.

Duncan, T. G. & Mckeachie (2005) claimed that measuring personality to explain average percentage of variance in academic performance alone is enough.
Mooij (2008) believed that intelligent students in characteristics such as conscientiousness, extraversion, self-regulation learning, learning styles, and some areas of competence are different from ordinary students.
Research of Kajbaf & et al (2009) with title "Relationship between motivational beliefs and self-regulated learning strategies with academic performance of high school students"; multivariable analysis (regression) showed that self-regulation, self-efficacy, and test anxiety are the best forecasters of academic performance. Results of multivariate analysis of variance (MANOVA) showed that there are significant differences between girls and boys in the field of test anxiety. The results also showed that in other variables, there aren't significant differences between male and female students.
According to background of existing studies and great impact of personality on fate, and as traits make some students more hardworking and successful than others in the education and learning such things would not be obtained but through the existence of the certain specific personality traits. Thus, the present paper examines the relationship between personality traits and self-regulated learning with academic performance of students in Islamic Azad University of west Mazandaran province.
In order to achieve the above objective, the following hypothesis have proposed and studied.
1- There is relationship between personality traits, self-regulated learning with academic performance of students in Islamic Azad University of West Mazandaran Province.
2- There is relationship between personality traits and academic performance of students.
3- There is relationship between self-regulated learning and academic performance of students.

2. Research Methodology

The objective of present study is to examine the relationship between personality traits and self-regulated learning with academic performance of students in Islamic Azad University of West Mazandaran Province (Iran). Statistical population of the study includes all undergraduate students in Islamic Azad University of west Mazandaran province that are 16,686 students. A sample size was determined 375 students based on table of Krejcie and Morgan. Sampling was conducted by stratified random. Tools used to collect data included the following three factors: 1- questionnaire of self-regulated learning by Zimmerman and Pons (2000) with 44 questions of Likert scale, 2- questionnaire of personality traits with 60 questions of Likert scale and 3- scale of academic performance that total grades average last semester of students were used as a measure of academic performance. To analyze the data obtained were used descriptive and inferential statistics that in Inferential statistical was used tests of multiple regression analysis (stepwise model) and the Pearson correlation.

3. Findings

1-There is significant and positive relationship between personality traits and self-regulated learning with academic performance of students.

Table 1: Inter correlation between personality traits, self-regulated learning, academic performance

variables	Neuroticism	Extraversion	Openness	Agreeableness	Conscientiousness	Behavioral	Motivational	Cognitional	Meta cognitional	Aca Perfo
ctor variables										
euroticism	-	0.066	0.051	0.059	0.047	0.069	0.980**	0.981**	-0.149**	-0.
xtraversion	-	-	0.991**	0.973**	0.965**	0.964**	0.115*	0.073	0.428**	0.
Openness	-	-	-	0.980**	0.968**	0.961**	0.096	0.060	0.461**	0.
reeableness	-	-	-	-	0.968**	0.944**	0.100	0.062	0.470**	0.
cientiousness	-	-	-	-	-	0.934**	0.086	0.0051	0.475**	0.
ehavioral	-	-	-	-	-	-	0.113**	0.0080**	0.400**	0.
otivational	-	-	-	-	-	-	-	0.961**	0.137**	0.
ognitional	-	-	-	-	-	-	-	-	0.143**	0.
a cognitional	-	-	-	-	-	-	-	-	-	0.
rion variable										
ic Performance	-	-	-	-	-	-	-	-	-	

Above data shows that there is significant and positive relationship between all of predictor variables with academic performance. To determine the best predictor of academic performance in students among predictor variables is used from stepwise regression model. It is noted that variables of conscientiousness, motivational self- regulated, behavioral self- regulated and agreeableness is entered to equation. Result obtained is shown in table (2).

Table 2: summary of stepwise regression analysis of conscientiousness, motivational self-regulated, behavioral self- regulated and Agreeableness

Variables of predictor model	R	R^2	ΔR^2	Standard error
First Conscientiousness	0.480	0.226	0.223	23.987
Second Conscientiousness , Motivational self- regulated	0.508	0.258	0.253	23.521
Third Conscientiousness , Motivational self- regulated, Behavioral self- regulated	0.519	0.269	0.263	23.374
Fourth Conscientiousness , Motivational self- regulated, Behavioral self- regulated, Agreeableness	0.530	0.281	0.273	23.213

The results in table 2 indicate that variable of conscientiousness can explain 22.6% of variance (R^2=0.226). By adding motivational self- regulated variable to variable of conscientiousness has increased 3% of variance in the second model (R^2=0.258) and could explain approximately 25.8% of the variance. By adding behavioral self- regulated variable to variable of conscientiousness and motivational self- regulated has increased 1% of variance in the third model (R^2=0.269) and could explain approximately 26.9% of the variance. By adding agreeableness variable to variable of conscientiousness, motivational self- regulated and behavioral self- regulated has increased 1% of variance in the fourth model (R^2=0.281) and could explain approximately 28.1% of the variance.

Table 3: ANOVA test to assess significance of Regression

Statistical indicators of changes source	Ss	Df	ms	F	sig
Regression of Conscientiousness	56843.283	1	56843.283	98.796	**0.001**
Residual	195047.585	373	575.362		
total	251890.868	374	-		
Regression of Conscientiousness, Motivational self-regulated	64902.490	2	32451.245	58.659	0.001
Residual	186988.378	372	553.220		
total	251890.868	374	-		
Regression of Conscientiousness, Motivational self-regulated, Behavioral self-regulated	67771.345	3	22590.448	41.348	0.001
Residual	184119.523	371	546.349		
total	251890.868	374	-		
Regression of Conscientiousness, Motivational self-regulated, Behavioral self-regulated, Agreeableness	70843.452	4	17710.863	32.869	0.001
Residual	181047.416	370	538.832		
total	251890.868	374	-		

According to result of Table (3) since F calculated for variable of conscientiousness is significant at level 0.01 (f(1,373)=98.796, p=0.01), F calculated for variable of conscientiousness and motivational self- regulated is significant at level 0.01 (f(2,372)=58.659, p=0.01) and in third model is also seen that F calculated for variable of conscientiousness, motivational self-regulated and behavioral self- regulated is significant at level 0.01 (f(3,371)=41.348, p=0.01). Also in fourth model, F calculated for variable of conscientiousness , motivational self- regulated , behavioral self- regulated and agreeableness is significant at level 0.01 (f(4,370)=32.869, p=0.01). So it can conclude with 99% confidence that there is relationship between conscientiousness, motivational self- regulated, behavioral self- regulated and agreeableness with academic performance. Predictor variables of conscientiousness, motivational self- regulated, behavioral self- regulated and agreeableness also can predict criterion variable (academic performance).

Table 4: Regression analysis (variables of conscientiousness, motivational self- regulated, behavioral self-regulated and Agreeableness) that using stepwise model is entered into the regression equation

	indicators of changes source	B	Standard error	Beta	t-test	sig
First Model	Constant	73.770				
	Conscientiousness	1.353	1.360	0.475	9.940	0.001
Second Model	constant	82.742				
	Conscientiousness	1.397	0.134	0.491	10.428	
	Motivational self-regulated	0.627	0.164	0.180	3.817	
Third Model	Constant	83.263				
	Conscientiousness	2.194	0.372	0.770	5.894	0.001
	Motivational	0.593	0.164	0.170	3.614	0.001
	Behavioral	0.822	0.359	0.300	2.291	0.023
Fourth Model	constant	82.112				
	Conscientiousness	1.247	0.542	0.438	2.301	0.022
	Motivational	0.604	0.163	0.173	3.706	0.001
	Behavioral	1.234	0.396	0.541	3.118	0.002
	Agreeableness	1.361	0.570	0.489	2.388	0.018

Because t calculated to determine the significance of the regression line slope (b) for variable of conscientiousness is significant at level of 0.01 (t=9.940, p=0.01) and t calculated for motivational self- regulated is significant at level of 0.01 (t=3.817, p=0.01). Also t calculated for behavioral self- regulated is significant at level of 0.01 (t=2.291, p=0.01). t calculated for agreeableness is significant at level of 0.01 (t=2.388, p=0.01), so predictive power of above variables are statistically significant for academic performance.

The results of stepwise regression analysis indicate that variable of conscientiousness as the most effective variable in academic performance was entered into the regression equation and could predict 47.5% of changes in the criterion variable (academic performance). While one unit change in a standard deviation of conscientiousness is caused to change 0.136 of standard deviation in the criterion variable (academic performance).

Also, according to the results of the regression analysis show that regression equation in second model, variable of motivational self- regulated predict 18% of changes in the criterion variable (academic performance). While one unit change in a standard deviation of motivational self-regulated is caused to change 0.164 of standard deviation in the criterion variable (academic performance).

According to the regression results in third model, the regression equation according to the results of behavioral self- regulated predicts 30% of changes in the criterion variable (academic performance). While one unit change in a standard deviation of behavioral self- regulated is caused to change 0.359 of standard deviation in the criterion variable (academic performance).

And also in fourth model of regression equation, agreeableness variable predicts 48.9 % of changes in the criterion variable (academic performance). While one unit change in a standard deviation of agreeableness is caused to change 0.570 of standard deviation in the criterion variable (academic performance). Considering the significance of the relationship calculated can conduct with 0.99 confidence that research hypothesis based on “There is significant and positive

relationship between personality traits and self-regulated learning with academic performance of students in Islamic Azad University of West Mazandaran Province", is confirmed.

2- There is relationship between personality traits and academic performance of students.
To meet this hypothesis is used regression analysis (stepwise model). It is noted that variables of conscientiousness and Agreeableness is entered into equation. Results obtained are presented in table (5).

Table 5: Summary of stepwise regression analysis for variables of conscientiousness and agreeableness

Predictor variables	R	R^2	ΔR^2	Standard error
First Conscientiousness	0.480	0.231	0.228	17.097
Second Conscientiousness and Agreeableness	0.506	0.256	0.252	16.833

Result of table (5) indicates that variable of conscientiousness can explain 23.1 % of variance (R^2=0.231). By adding Agreeableness variable to variable of conscientiousness in second model has increased 3% of variance (R^2=0.256) and could explain approximately 25.6% of the variance.

Table 6: ANOVA test to assess significance of Regression

Statistical indicators of changes source	**Ss**	**df**	**Ms**	**F**	**sig**
Regression of Conscientiousness variable	29714.978	1	29714.978	101.660	**0.001**
Residual	99088.430	373	292.296		
total	128803.408	374	-		
Regression of Conscientiousness and **Agreeableness**	33036.557	2	16518.278	58.300	0.001
Residual	95766.851	372	283.334		
total	128803.408	374	-		

According to result of table (6) since F calculated for variable of conscientiousness is significant at level 0.01 (f(1,373)=101.660, p=0.01) and as seen in the second model because F calculated for variable of conscientiousness and agreeableness is significant at level 0.01 (f(2,372)=58.300, p=0.01), so it can conclude with 99% confidence that there is relationship between conscientiousness and agreeableness with academic performance and predictor variables of conscientiousness and agreeableness also can predict criterion variable (academic performance).

Table 7: Regression analysis (variables of conscientiousness and agreeableness that using stepwise model is entered into the regression equation

	Indicators of changes source	B	Standard error	Beta	t-test	sig
First Model	constant	88.208				
	Conscientiousness	0.978	0.097	0.480	10.083	0.001
Second Model	Constant	94.241				
	Conscientiousness	0.994	0.096	0.488	10.391	0.001
	Agreeableness	0.400	0.117	0.161	3.424	0.001

Result of table (7) show that because t calculated to determine the significance of the regression line slope (b) for variable of conscientiousness is significant at level of 0.01 (t=10.083, p=0.01). Also t calculated for variables of conscientiousness and agreeableness is significant at level of 0.01 (t=3.424, p=0.01), so predictive power of conscientiousness and agreeableness are statistically significant for academic performance.

According to results of table (7) by stepwise regression analysis indicate that variable of conscientiousness as the most effective variable in academic performance was entered into the regression equation and could predict 48% of changes in the criterion variable (academic performance). While one unit change in a standard deviation of conscientiousness is caused to change 0.097 of standard deviation in the criterion variable (academic performance).

Also, according to the results of table (7) in the second model of regression equation shows that agreeableness variable predicts 16.1 % of changes in the criterion variable (academic performance). While one unit change in a standard deviation of agreeableness is caused to change 0.117 of standard deviation in the criterion variable (academic performance). Considering the significance of the relationship calculated can conduct with 0.99-confidence that research hypothesis based on "There is relationship between personality traits and academic performance of students", is confirmed.

3- There is relationship between self-regulated learning and academic performance of students.

To determine the best predictor of academic performance in students among predictor variables is used stepwise regression model. It is noted that variables of motivational self- regulated and behavioral self- regulated is entered into equation. Results obtained are presented in table (8).

Table 8: Summary of stepwise regression analysis for variables of motivational self- regulated and behavioral self- regulated

Predictor variables	R	R^2	ΔR^2	Standard error
First Model				
Motivational self-regulated	0.406	0.160	0.157	24.984
Second Model				
Motivational self-regulated, Behavioral	0.440	0.194	0.189	24.513

self- regulated

Result of table (8) indicates that variable of motivational self- regulated can explain 16 % of variance (R^2=0.160). By adding behavioral self- regulated variable to variable of motivational self- regulated in second model has increased 3% of variance (R^2=0.194) and could explain approximately 19.4% of the variance.

Table 9: ANOVA test to assess significance of Regression

Statistical indicators of changes source	**Ss**	**df**	**ms**	**F**	**sig**
Regression of Motivational self-regulated	40286.399	1	40286.399	64.541	**0.001**
Residual	211604.470	373	624.202		
total	251890.868	374	-		
Regression of Motivational self-regulated, Behavioral	48790.517	2	24395.259	40.599	0.001
Residual	203100.351	372	600.889		
total	49211.868	374	-		

According to result of table (9) since F calculated for variable of motivational self- regulated is significant at level 0.01 (f(1,373)=64.541, p=0.01) and as seen in the second model because F calculated for variable of motivational self- regulated, behavioral self- regulated is significant at level 0.01 (f(2,372)=40.599, p=0.01), so it can conclude with 99% confidence that there is relationship between motivational self- regulated, behavioral self- regulated with academic performance and predictor variables (motivational self- regulated, behavioral self- regulated) also can predict criterion variable (academic performance).

Table 10: Regression analysis (variables of motivational self- regulated and behavioral self- regulated) that using stepwise model is entered into the regression equation

	Indicators of changes source	B	Standard error	Beta	t-test	sig
First Model	Constant	83.023				
	Motivational self- regulated	1.095	0.136	0.400	8.034	0.001
Second Model	Constant	91.815				
	Motivational self- regulated	1.152	0.135	0.421	8.561	0.001
	Behavioral self-regulated	0.649	0.172	0.185	3.762	0.001

Result of table (10) show that because t calculated to determine the significance of the regression line slope (b) for variable of motivational self- regulated is significant at level of 0.01 (t=8.034, p=0.01). Also t calculated for variables of motivational self- regulated and behavioral self- regulated is significant at level of 0.01 (t=3.762, p=0.01), so predictive power of motivational self- regulated and behavioral self- regulated are statistically significant for academic performance.

According to results of table (10) by stepwise regression analysis indicate that variable of motivational self- regulated as the most effective variable in academic performance was entered into the regression equation and could predict 40% of changes in the criterion variable (academic performance). While one unit change in a standard deviation of motivational self- regulated is caused to change 0.136 of standard deviation in the criterion variable (academic performance).

Also in the second model of regression equation shows that behavioral self- regulated variable predicts 18.5 % of changes in the criterion variable (academic performance). While one unit change in a standard deviation of behavioral self- regulated is caused to change 0.172 of standard deviation in the criterion variable (academic performance). Considering the significance of the relationship calculated can conduct with 0.99 confidence that research hypothesis based on "There is relationship between self-regulated learning and academic performance of students", is confirmed.

4. Discussion and Conclusion

Result of testing hypotheses show that there is positive significant relationship between personality traits and self-regulated learning with academic performance of students. Variables of (conscientiousness, motivational self- regulated, behavioral self- regulated and agreeableness) were entered into the regression equation and as predictor variables, each of them respectively predict the 47.5% and 18%, 30%, and 48.9 percent change in the criterion variable (academic performance) of students. This result is consistent with researches results of Mooij (2008),Bembeutty (2008), Jones & Green (2004), Zeidner & Matthews (2009), Duncan & Mckeachie (2005), Entwistle (2008), Linn & Hyde (2009), Watson & Kelark (2008), Schultz & Schultz (2007), Reinhard (2005), Bilgel (2006). These researches show that there is positive and significant relationship between personality traits and self-regulated learning with academic performance of students. Based on these findings it can be stated that students with personality traits, such as conscientiousness, openness, and regulation ability and control of their academic performance in term of cognitive, motivational and behavioral aspects, they are very successful as a learner and learners to achieve academic success, they must learn how to adjust their performance and maintain their goals in spite of the difficulty of their assignments. Several research findings have shown that performance and educational success is influenced by both knowledge structures and environmental and situational factors such as personality traits and

learning strategies. The unique ability of human self-regulation is one of the distinguishing characteristics of human. People through arrangement of their immediate environment and to provide cognitive support and the consequences of their actions can affect their behavior. Education and awareness of students from self-regulated learning strategies and having skills to use them is caused that students become more motivated to learn and passive learners become to active learners that they take conscientiousness for their self-directed learning. As a result, these individuals will have a much better academic performance.

Multiple regression analysis results also showed that there is a significant positive relationship between personality traits and academic performance of students and among these features the only variables of conscientiousness and agreeableness were entered into the regression equation and as the most effective predictor variables can predict 48% and 16.1% change in the criterion variable (academic performance).

Accordingly, it can be stated that based on the science of personality and understanding personality traits can appoint individuals to the highest positions in education and employment that fits their personality so that have maximum efficiency and productivity and feel the satisfaction of their own future. To assume conscientiousness for learning by students and achieving educational success by them should be considered their personality. In fact, if we recognize the personality characteristics of individuals and also create this awareness in students, this condition will cause to use their own ability and existential capacity to learn and have higher academic performance.

Also results of multiple regression analysis indicated that there is significant and positive relationship between self-regulated learning and academic performance of students and variables of motivational self- regulated, behavioral self- regulated as the most effective predictor of academic performance of students can predict respectively 40 and 18.5% of changes in academic performance. Accordingly, it can be stated that self-regulated learning occurs when individuals participate actively in the areas of metacognitive, motivational and behavioral in their own learning process. In self-regulated learning, students begin and conduct their own efforts instead of rely on teachers, parents and other educational agents for skill acquisition and knowledge. In fact, if learning method properly and create motivation for learning be taught to students and they learn how to encourage learning, will act with more passion and commitment and also will gain better performance. In other words, self-regulation in learning is students' ability to understand and manage their learning that is very important for success in educational materials and converts them into effective and efficient learners. This type of learning is to teach this subject to students that their behaviour is teachable and can check their behavioral effects and their learning environment organize so that their behaviors and efforts be more efficient. In fact, if self-regulation learning and skills need is trained to students, they will learn with more ability and motivation and will have better performance.

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