SOCIAL SCIENCE REVIEW ARCHIVES
https://policyjournalofms.com
ISSN Online: 3006-4708
ISSN Print: 3006-4694

The Unpacked Influence of Personality Traits on Personal and Academic Attributes Among Students

Dr. Ejaz Ahmed Khan[1], Dr. Muhammad Akbar[2], Muhammad Zeeshan[3], Ayesha Ijaz[4], Hassan Raza[5], Asma Batool[6], Sania Saeed[7]

[1] Professor, Department of Applied Psychology, Govt. Graduate College Samanabad Faisalabad, Pakistan, Email: ejaz.psychologist@gmail.com (Corresponding Author)
[2] Associate Professor, Department of Applied Psychology, Govt. Graduate College Jhang, Pakistan, Email: romman.akbar@gmail.com
[3] Lecturer, Department of Applied Psychology, Govt. Graduate College Jhang, Pakistan, Email: mr.bhattipsychologist@gmail.com
[4] BS Student, Department of Applied Psychology, Govt. Graduate College Jhang, Pakistan, Email: ashiqaiser0311@gmail.com
[5] BS Student, Department of Applied Psychology, Govt. Graduate College Jhang, Pakistan, Email: hr5121472@gmail.com
[6] BS Student, Department of Applied Psychology, Govt. Graduate College Jhang, Pakistan, Email: asmabatool8990@gmail.com
[7] BS Student, Department of Applied Psychology, Govt. Graduate College Jhang, Pakistan, Email: binetesaeed@gmai.com

Abstract

Individual differences have a great significance in learning and educational practice. The present study primarily inspected the relationship among personality traits, academic self-efficacy, academic self-concept, satisfaction with life and meaning in life among students. Moreover, this research also examines the impact of personality traits (extrovert, agreeableness, conscientiousness, emotional stable, openness to experience) on academic self-concept in male and female students. Students from different Universities of Islamabad were engaged (*N=130*). Purposive sampling technique was implemented for data collection and five scales were used to measure the study variables. The findings revealed that Extrovert and Agreeableness were positively significant with academic self-efficacy, academic self-concept, satisfaction with life and meaning in life. The findings also shown that Conscientiousness and Emotional stable were positively significant associated with academic self-concept. Theses analysis displayed that Openness to experience was positively significant linked to academic self-concept. Academic self-concept has significantly positive related to meaning in life. Satisfaction with life has significantly positive correlation with meaning in life. Further, results revealed that Emotional stable was negatively significant predicting to academic self-concept (β=-.33, p > .01) in male students. Likewise, the finding also revealed that this trait of personality was negatively non-significant predicting to academic self-concept (β=-.12, n.s) in female students. Openness to experience was positively non-significant predicting to academic self-concept (β= .09, n.s) in male students. On other hand, findings revealed that this trait was negatively significant predicting to academic self-concept (β=-.32, p > .01) in females students. Study analysis also revealed that Conscientiousness was negatively non-significant predicting to academic self-concept (β=-.207, n.s) in female students. However, results displayed that this trait of the personality was positively significant predicting to academic self-concept (β=.309, p > .01) in male students. This study would be helpful in educational environment to inspire and cherish students' motivation and achievement, particularly related to the personality traits involved in the cognitive performance in terms of academic achievement, self-efficacy and self-concept.

Key Words: Personality Traits, Academic Self-Efficacy, Academic Self-concept, Satisfaction with life, Meaning in Life

Introduction

In the perspective of personality psychology, the individual differences have gained much attention of researchers to study academic abilities and learning processes. They have attempted to investigate the relationship of personality traits, particularly five-factor model for the purpose of educational research. This five-factor model highlights the five types or magnitudes of personality. A wide-ranging series of researches on personality have acknowledged the individual differences in five inclusive and distinct areas across a life span (Roberts & DelVecchio, 2000; Robins et al., 2001). These extents are known as personality traits and are familiar as extraversion, agreeableness, openness, neuroticism and conscientiousness. These domains make the Five-Factor Model of personality (McCrae & Costa 1987). These traits are the simple proportions in which persons are vary from others, and have the unique qualities (Widiger & Simonsen 2005). Five-factor model has attained a great consideration for the few decades and revealed a consistency and stability in its features (Matthews, Deary, & Whiteman, 2013; McCrae & Costa, 2006). Personality is a significant multifaceted phenomenon which is linked with all sorts of life outcomes, as well as with professional and academic attitudes and outcomes (Ozer & Benet-Martínez, 2006; Roberts et al. 2007). It is also established that personality traits play a projecting role in enlightening the educational and academic achievement (Poropat, 2009). Therefore, all educational practices at school, college or university level are basically stimulated by the personality traits. These behaviors have a significant importance in academic environment and develop personality as a whole according to the situational demands (Bleidorn, 2012; Roberts, 2006).

Personal beliefs and theories believed that self-beliefs have an immense role in motivation. Self-beliefs represent an individual's cognitive and mental aptitudes which lead him towards achievement. They are as: self-efficacy, self-concept, expectancy value, objectives and self-schemas (Alexander & Schnick, 2008; Pajares, 1996). Both self-efficacy and self-concept are cultured from a well-known academic / social context known as Social Cognitive Theory (Bandura, 1986). Studies revealed that these two self-constructs have a strong impact on subjective motivation and achievement (Choi, 2005; Schunk & Pajares, 2002; Zimmerman, 2000). Academic self-efficacy and academic self-concept powerfully stimulate students' academic achievement and learning process. Self-efficacy is regarded as "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1997). On the other side academic self-efficacy specifies the individuals' strong beliefs in their competence to accomplish given academic goals magnificently (Bong & Skaalvik, 2003). Academic self-efficacy is interrelated to various psychological and interactive variables such as academic aspirations, diverse cognitive strategies and self-regulation (Schunk, 2001). Further, it is associated with mastery goal orientation, intrinsic interest, self-satisfaction, effort and resilience which predict academic achievement (Schunk & Pajares, 2002; Bong & Skaalvik, 2003). It is concluded that a scholar's academic performance and success generally affected by his or her psychological traits, mostly associated to academic self-belief and self-esteem (Barber & Mueller, 2011; Kauder, 2009). Academic self-concept is a self-perception and awareness concerning with academic achievement situations. It impacts not only a scholar's academic achievement but also his or her determination, commitment, diligence in learning activities, intrinsic motivation; help-seeking behavior and subject selection (Bong & Skaalvik, 2003). It has been established that academic self-concept has a significant relation with academic achievement and vice versa (Marsh & Seaton, 2012). This encouraging relation was further confirmed by the substantial relation between self-concept and future achievement (Valentine, DuBois, & Cooper, 2004). It is also prominent that academic self-concept anticipated better academic achievement and classroom peer status (Guay, Larose, & Boivin, 2004; Plucker & Stocking, 2001). In the yawning perspective of positive psychology, various scholars have emphasized the significance of Life Satisfaction (LS) and Meaning in Life (ML) as essential indicators of 'good life' and are anxious with how people's lives can be enriched

(Bullinger, 2009). Life satisfaction is well-thought-out as the way an individual assesses his or her past or current life conditions (Myers & Diener, 1995; Huebner et al., 2005). It is referred to the person's satisfaction with central spheres of life, such as self, friends, family and living environment (Suldo et al., 2006; Seligson et al., 2003). Life satisfaction acknowledged as an essential variable that has been usually related with wellbeing as well as with other variables such as: learning, job satisfaction, social support and perceived stress. It most studies, it has been generally examining as a dependent variable (Rode et al., 2005). Meaning in life is a growing perception imbedded from Existential Psychology and researched repeatedly for the last two decades in the field of current positive psychology. Positive psychology defines meanings in life as a component of gratification and cheerfulness (Park, Peterson, & Ruch, 2009; Peterson & Seligman, 2004). There is not a broad single definition of this construct due to its multifaceted role in wellbeing. It is a basic motive which every individual keeps inherently and is linked with all events of life. Every incident has meanings at different levels which directly or indirectly flourish positivity and negativity throughout lifespan (Frankl, 2010). The functions of meanings in life represent as persistence, acceptance, accountability and pleasure, and claim that these functions comprehend motivational, cognitive, ethical/moral responsibility, and affective processes (Wong, 2010). Meanings in life is also defined as an ultimate incentive comprising on distinct goals and beliefs that predict people's overall awareness of and attitude toward life, themselves, and others around them (Park, 2010; Steger, 2009).

Objectives

1 To examine the relationships of personality traits with personal and academic attributes among students.
2 To examine the impact of personality traits on academic self-concept in male and female students.

Hypothesis

H1. Personality traits (Extroversion, Agreeableness, Conscientiousness, Emotional stable, Openness) will be positively related with academic self-efficacy, academic self-concept, life satisfaction and meaning in life.

Method

Participants and Procedure

The current study is a correlational research design to inspect the relationship among more than one variable without any intervention. The convenience sampling technique was applied in the research. The total sample size was 130 students, who take part in the study willingly. This study group was taken from International Islamic University Islamabad and consisted of 60 female and 70 male students. Before distributing the questionnaires, instructions were delivered to the participants regarding the study. They were assured that all the information shall kept in secrecy and only used for research purpose. For analyzing the data suitable statistical methods were used for establishing relationship between all study variables.

Instruments

The participants were administered a survey instrument consisting of five scales with 5-point Likert scale response category. Personality Inventory (Gosling et al., 2003) has 10 items, measuring the big five personality traits. Academic Self Efficacy Scale (Hoover-Dempsey & Sandler, 2005) has 3 items. Academic Self Concept Scale (Liu et al, 2005) consisted upon 20 items and has two sub-scales (a) Academic Confidence (b) Academic Effort. Academic confidence and academic effort functioned as internal variables to the overall academic self-concept. Satisfaction with Life Scale (Diener et al., 1985) has 5 items to evaluate general life satisfaction. This scale has been one of the most widely used scales for the measurement of the construct. Meaning in Life Questionnaire (Steger et al., 2006) consists upon 10 items and two sub-scales as "presence of meaning in life" and "search for meaning in life" All the scales have good internal reliability.

Results

Table 1

Descriptive statistics, alpha reliability coefficients and zero-order correlation among study variables (N = 130). *p< .05, **< .01

	Variables	*M*	*SD*	A	1	2	3	4	5	6	7	8	9	10	11	12	13
1	EXTRO	6.73	1.46	.70	-	.74**	.30**	.35**	.20*	-.01	.22**	.24**	.28**	-.07	.01	.25**	.20*
2	AGREE	6.38	1.55	.72		-	.34**	.36**	.27**	-.05	.25**	.21**	.32**	-.09	.03	.20*	.16*
3	CONS	7.05	1.44	.75			-	.41**	.24**	.055	.35**	.29**	.39**	-.09	.02	.04	.04
4	NEURO	6.22	1.45	.73				-	.26**	-.10	.26**	.35**	.25**	.03	-.01	-.00	-.01
5	OPENE	7.16	1.36	.70					-	-.00	.15	.25**	.32**	-.11	.01	.15	.11
6	ASE	10.24	1.02	.75						-	.04	.09	.05	.14	-.04	.13	.07
7	ASC	70.78	7.97	.75							-	.71**	.71**	-.03	-.02	.18*	.12
8	ACON	35.46	3.93	.70								-	.40**	-.00	.07	.12	.14
9	AEF	34.90	4.12	.70									-	-.19*	.02	.24**	.18*
10	SWL	16.20	2.48	.78										-	.34**	.15	.32**
11	PMEN	13.04	2.00	.75											-	.12	.68**
12	SMEN	18.95	2.45	.69												-	.80**
13	ML	31.98	3.35	.80													-

DV	IV	B	SD	*β*	t	p

*p< .05, **< .01

Note. EXTRO= Extrovert, AGREE= Agreeableness, CONS= Conscientiousness, NEURO= Neuroticism, ONENES= Openness to Experience, ASE= Academic Self-efficacy, ASC= Academic Self-concept, ACON= Academic Confidence, AEF= Academic Effort, SWL= Satisfaction with Life, PMEN= Presence of Meanings in Life, SMEN= Search of Meanings in Life, ML= Meanings in Life.

Table 1 shows descriptive statistics, alpha reliability coefficients and correlation among study variables. Alpha reliability coefficients for all scales and subscales are greater than .70 indicating acceptable internal consistency. Most of the correlation coefficients are in desired directions thus supporting the hypothesis formulated on the base of correlation.

Table 2

Regression analysis showing the impact of personality traits on academic self-concept in male and female students (N=130).

Note. ASC= Academic Self-concept.

DV	IV	B	SD	*β*	t	p
		Male students				
ASC	Constant	77.120	3.710		20.786	.000
	Neuroticism	-1.130	.439	-.330	-2.577	.012
	Openness	.348	.439	.094	.793	.430
		Female Students				
ASC	Constant	87.385	7.396		11.815	.000
	Neuroticism	-.728	.758	-.123	-.961	.340
	Openness	-1.938	.738	-.316	-2.627	.011

Table result revealed that Neuroticism trait of the personality was negatively significant predicting to academic self-concept (β=-.33, p > .01) in male students. Moreover, finding revealed that Neuroticism trait of the personality was negatively non-significant predicting to academic self-concept (β=-.12, n.s) in female students. This study result revealed that openness trait of the personality was positively non-significant predicting to academic self-concept (β= .09, n.s) in male students. On other hand, finding revealed that openness trait of the personality was negatively significant predicting to academic self-concept (β=-.32, p > .01) in females students.

Table 3

Regression analysis showing the impact of personality traits on academic self-concept in male and female students (N=130).

DV	IV	B	SD	*β*	t	P
		Female students				
ASC	Constant	13.143	1.104		11.906	.000
	Conscientiousness	-.168	.114	-.207	-1.473	.146
		Male Students				
ASC	Constant	11.310	.969		11.674	.000
	Conscientiousness	.265	.115	.309	2.309	.024

Note. ASC= Academic Self-concept.

Table result revealed that Conscientiousness trait of the personality was negatively non-significant predicting to academic self-concept (β=-.207, n.s) in female students. Moreover, finding revealed that this trait of the personality was positively significant predicting to academic self-concept (β=.309, p > .01) in male students.

Discussion

The present study tried to give understanding about personality traits and their relationship with personal and academic characteristics in students. Besides, the present study also provides concern about the influence of personality traits with academic self-concept between male and female students. The results of present study showed that there was a positive and significant correlation of extrovert and agreeableness with academic self-efficacy, academic self-concept, satisfaction with life and meaning in life. Conscientiousness and Emotional stable were positively significant related with academic self-concept. These finding were supported by the previous studies (Zhang, 2003, Entwistle & Tait, 1995, McCrae & John, 1992). The conscientious trait is labeled by positive features like self-disciplined, dutifulness and focus on academic objectives (Schouwenburg, 1995; Costa & McCrae 1992). Moreover, conscientiousness utilizes its impact on both academic and personal realization by raising self-regulatory aptitudes throughout life span (Gerhardt, Rode, & Peterson, 2007). It is also elaborated that openness to experience was positively significant linked to academic self-concept. These results were sustained with past findings (Blickle, 1996; Schouwenburg 1995; Costa & McCrae, 1992). Current results showed a broad picture of openness to experience, emotional stable and conscientiousness traits of personality regarding their significant and non-significant impact on self-concept among male and female students. These personal determinants are considered as best predictors of academic attitudes. These findings have harmony with prior findings from varied lines of research which emphasize the decisive role of personality traits especially emotional stable, openness to experience and conscientiousness in academic concept and academic self-efficacy across the gender (Caprara et al., 2009; Nauta, 2004; Chen et al., 2001; Martocchio & Judge, 1997). Likewise, record studies have talked about the influence of personality traits on academic and positive attitudes, and verified them as main predictors of academic performance and achievement (Caprara et al., 2008; Britner & Pajares, 2006; Conard, 2006; Gore, 2006; Marsh, Trautwein, Ludtke, Koller, & Baumert, 2006; Martin, Montgomery, & Saphian, 2006; Komarraju & Karau, 2005; Caprara, Barbaranelli, Pastorelli, & Cervone, 2004; Robbins et al., 2004; Chamorro-Premuzic & Furnham, 2003; Furnham, Chamorro-Premuzic, & McDougall, 2003; Pajares, 2002; Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). Therefore, our findings are reliable with earlier findings which describe that precise facets of personality have significant influences on academic achievement and personal development (Duckworth et al., 2007; Furnham & Medhurst, 1995). Moreover, the Big Five traits mutually outclassed academic motivation with reference to GPA. This verifies the comparative status of the personality traits as good predictors of students' personal and academic approaches. These findings are also in line with past studies (Duckworth et al., 2007; Conard, 2006; Duckworth & Seligman, 2005).

Implications and Limitations

Personality traits definitely have a countless influence individually and collectively on all fields of life. These traits have taken the attention of many researchers for the last decades (Robbins et al., 2004). These results highlight the significance in educational research to evaluate students' individual differences and their impact on academic goals and their well-being. Consequently, effective cultivation of positive personal and academic self-beliefs may be the effective approach to enable students in their academic achievement. The findings of this study postulate that observing the individual differences in academic environment is very imperative. Through educational workshops and seminars on self-efficacy and self-concept could cultivate the optimistic and academic traits among students. For educationists and administrators it is required to have a good knowledge about the individual differences to mitigate the needs of educational settings. This study reveals significant strengths and possible limitations that must be considered when understanding the results. We used self-reports to measure the variables which may be biased as compare to academic grades and records (Viswesvaran, 2001). For this reason the use of self-reported data may be vulnerable to common method of bias and social desirability (MaPodsakoff, MacKenzie, & Podsakoff, 2003). In order to decrease this possible outcome, the participants should be clearly informed that data would only be used for research purpose. Moreover, the sample was taken from only two universities of Islamabad might limit the range to which results can be generalized. These current findings need to be verified in diverse samples and in different cultural backgrounds. In conclusion, this study incorporates the understanding of the relationships of personality traits with personal and academic aptitudes. This is valuable in developing and understanding the basic strategies to enhance the balanced approach towards academic achievement and subjective well-being.

References

Alexander, J. M., & Schnick, A. K. (2008). Motivation. In J. Plucker & C. Gallahan (Eds.), *Critical issues & practices in gifted education,* 423–447).

Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of Social and Clinical Psychology, 4*, 359–373.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.

Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development, 72*, 187–206.

Barber, C., & Mueller, C. T. (2011). Social and self-perceptions of adolescents identified as gifted, learning disabled, and twice-exceptional. *Roeper Review, 33*, 109–120.

Bleidorn, W. (2012). Hitting the road to adulthood short term personality development during a major life transition. *Personality and Social Psychology Bulletin, 38*, 1594–1608.

Blickle, G. (1996).Personality traits, learning strategies, and performance. *European Journal of Psychology.10*, 337-352.

Bong, M., & Skaalvik, E. M. (2003). Academic self-concept and self-efficacy: How different are they really? *Educational Psychology Review, 15*, 1–40.

Britner, S. L., & Pajares, F. (2006). Sources of science self-efficacy beliefs of middle school students. *Journal of Research in Science Teaching, 43*, 485–499.

Bullinger, M. (2009). Wohlbefinden von Kindern und Jugendlichen. Forschungsstand und konzeptueller Hintergrund [well-being in children and adolescents – the state of the art in research and conceptual background]. Z. *Gesundheitspsychol, 17*, 50–55.

Caprara, G. V., Vecchione, M., & Schwartz, S. H. (2009). The mediational role of values in linking personality traits to political preference. *Asian Journal of Social Psychology, 12*, 82–94.

Caprara, G. V., Fida, R., Vecchione, M., Del Bove, G., Vecchio, G. M., Barbaranelli, C., et al. (2008). Longitudinal Analysis of the role of perceived self-efficacy for self-regulated learning in academic continuance and achievement. *Journal of Educational Psychology, 100*, 525–534.

Caprara, G. V., Barbaranelli, C., Pastorelli, C., & Cervone, D. (2004). The contribution of self-efficacy beliefs to psychosocial outcomes in adolescence: Predicting beyond global dispositional tendencies. *Personality and Individual Differences, 37*, 751–763.

Chamorro-Premuzic, T., & Furnham, A. (2003). Personality predicts academic performance: Evidence from two longitudinal university samples. *Journal of Research in Personality, 37*, 319–338.

Chen, G., Casper, W. J., & Cortina, J. M. (2001). The role of self-efficacy and task complexity in the relationships among cognitive ability, conscientiousness, and work-related performance: A meta-analytic examination. *Human Performance, 14*, 209–230.

Choi, N. (2005). Self-efficacy and self-concept as predictors of college students' academic performance. *Psychology in the Schools*, *42*, 197–205.

Conard, M. A. (2006). Aptitude is not enough: How personality and behavior predict academic performance. *Journal of Research in Personality, 40*, 339–346.

Costa, P. T., & McCrae, R. R. (1992). *NEO PI.R professional manual*. Odessa, FL: Psychological Assessment Resources.

Conard, M. A. (2006). Aptitude is not enough: How personality and behavior predict academic performance. *Journal of Research in Personality, 40*, 339−346.

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment, 49*, 71–75.

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 92*, 1087−1101.

Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science, 16*, 939−944.

Entwistle, N., & Tait, H. (1995). *The revised approaches to studying inventory*. Edinburgh: Centre for research on learning and Instruction, university of Edinburgh.

Frankl, V. E. (2010). *İnsanın anlam arayışı* (trans. S. Budak). İstanbul: Okuyan Us Yayınları.

Furnham, A., Chamorro-Premuzic, T., & McDougall, F. (2003). Personality, cognitive ability, and beliefs about intelligence as predictors of academic performance. *Learning and Individual Differences, 14*, 49–66.

Furnham, A., & Medhurst, S. (1995). Personality correlates of academic seminar behavior: A study of four instruments. *Personality and Individual Differences, 19*, 197−208.

Gerhardt, M. W., Rode, J. C., & Peterson, S. J. (2007). Exploring mechanisms in the personality performance relationship: Mediating roles of self-management and situational constraints. *Personality and Individual Differences, 43,* 1344–1355.

Guay, F., Larose, S., & Boivin, M. (2004). Academic self-concept and educational attainment level: A ten-year longitudinal study. *Self and Identity, 3*, 53–68.

Gore, P. A. (2006). Academic self-efficacy as a predictor of college outcomes: Two incremental validity studies. *Journal of Career Assessment, 14*, 92–115.

Gosling, S. D., Rentfrow, P. J., & Swann, W. B., Jr. (2003). A Very Brief Measure of the Big Five Personality Domains. *Journal of Research in Personality, 37,* 504-528.

Hoover-Dempsey, K.V., & Sandler, H.M. (2005). Final Performance Report for OERI Grant # R305T010673: *The Social Context of Parental Involvement: A Path to Enhanced Achievement*. Presented to Project Monitor, Institute of Education Sciences, U.S. Department of Education, March 22, 2005.

Huebner, E. S., Valois, R. F., Paxton, R. J., & Drane, J. W. (2005). Middle school student's perceptions of quality of life. *J. Happiness Stud, 6*, 15–24.

Kauder, J. K. (2009). *The impact of twice-exceptionality on self-perceptions*. (Unpublished doctoral thesis). The University of Iowa, Iowa City, IA.

Komarraju, M., & Karau, S. J. (2005). The relationship between the big five personality traits and academic motivation. *Personality and Individual Differences, 39*, 557–567.

Liu, W., Wang, C. D. J., & Parkins, E. J. (2005). A longitudinal study of students' academic self-concept in a streamed setting: The Singapore context. *British Journal of Educational Psychology*, 74(4), 567.

Martocchio, J. J., & Judge, T. A. (1997). Relationship between conscientiousness and learning in employee training: Mediating influences of self-deception and self-efficacy. *Journal of Applied Psychology, 82,* 764–773.

Marsh, H. W., & Seaton, M. (2012). Academic self-concept. In J. Hattie & E. M. Anderman (Eds.). *International guide to student achievement* (62–62). New York, NY: Routledge.

Marsh, H. W., Trautwein, U., Ludtke, O., Koller, O., & Baumert, J. (2006). Integration of multidimensional self-concept and core personality constructs: Construct validation and relations to well-being and achievement. *Journal of Personality, 74*, 403–456.

Martin, J. H., Montgomery, R. L., & Saphian, D. (2006). Personality, achievement test scores, and high school percentile as predictors of academic performance across four years of coursework. *Journal of Research in Personality, 40*, 424–431.

Matthews, G., Deary, I. J., & Whiteman, M. C. (2013). *Personality traits*. Cambridge: Cambridge University Press.

McCrae, R. R., & Costa, P.T. Jr. (1987). Validation of the five factor model of personality across instruments and observers. *Journal of Personality and Social Psychology, 52*, 81–90.

McCrae, R. R., & Costa, P. T. (2006). *Personality in adulthood*. *A five-factor theory perspective.* London: The Guilford Press.

McCrae, R. R., & John, O. P. (1992). An introduction to the Five-Factor Model and its applications. *Journal of Personality, 60,175*-215.

Myers, D. G., Diener, E. (1995). Who is Happy? *Psychol. Sci, 6,* 10–19.

Nauta, M. M. (2004). Self-efficacy as a mediator of the relationships between personality factors and career interests. *Journal of Career Assessment, 12*, 381–394

Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research, 66*, 543–578.

Pajares, F. (2002). Gender and perceived self-efficacy in self-regulated learning. *Theory into Practice, 41*, 116–125.

Park, C. L. (2010). Making sense of the meaning literature: An integrative review of meaning making and its effects on adjustment to stressful life events. *Psychological Bulletin, 136*, 257–301.

Park, N., Peterson, C., & Ruch, W. (2009). Orientation to happiness: National comparisons. *Journal of Positive Psychology, 4*, 273–279.

Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues*. New York, NY: Oxford University Press.

Plucker, J. A., & Stocking, V. B. (2001). Looking outside and inside: Self-concept development of gifted adolescents. *Exceptional Children, 67*, 535–548.

Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2003). Common Method Biases in Behavioral research: A Critical Review of the Literature and Recommended Remedies. *Journal of Applied Psychology, 88* (5), 879- 903.

Poropat, A. E. (2009). A meta-analysis of the five-factor model of personality and academic performance. *Psychological Bulletin, 2,* 322–338.

Roberts, B.W. (2006). Personality development and organizational behavior. In: BM Staw (Ed.): *Research on Organizational Behavior*, 143-174. New York, NY: Elsevier Science.

Roberts, B.W., Kuncel, N.R., Shiner, R.L., Caspi, A., & Goldberg, L.R. (2007). The power of personality: The comparative validity of personality traits, socio-economic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological Science, 2,* 313–345.

Roberts, B.W., & DelVecchio, W.F. (2000). The rank-order consistency of personality traits from childhood to old age: A quantitative review of longitudinal studies. *Psychological Bulletin, 126,* 3–25.

Robins, R.W., Fraley, R.C., Roberts, B.W., & Trzesniewski, K.H. (2001). A longitudinal study of personality changes in young adulthood. *Journal of Personality, 69,* 617–640.

Robbins, S. B., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstrom, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin, 130,* 261–288.

Rode, J. C., Arthaud-Day, M. L., Mooney, C. H., Near, J. P., Baldwin, T. T., & Bommer, W. H. (2005). Life satisfaction and student performance. *Academy of Management Learning and Education, 4*(4), 421-433.

Schunk, D. H. (2001). Social cognitive theory and self-regulated learning. In B. J. Zimmerman & D. H. Schunk (Eds.), *Self-regulated learning and academic achievement: Theoretical perspectives* (125–152). Mahwah, NJ: Lawrence Erlbaum.

Schunk, D. H., & Pajares, F. (2002). The development of academic selfefficacy. In A. Wigfield & J. Eccles (Eds.), *Development of achievement motivation* (15–31). San Diego, CA: Academic Press.

Seligson, J., Huebner, E. S., &Valois, R. F. (2003). Preliminary validation of the brief multidimensional students' life satisfaction scale (BMSLSS). *Soc. Indic. Res, 61,* 121–145.

Shouwenburg, H. C. (1995). *Personality and academic competence*. Poster presented at the seventh meeting of the international society for study of individual differences, Warsaw, Poland.

Steger, M. F. (2009). Meaning of life. In Lopez, S. J., & Snyder, C. R. (Eds.), *Oxford handbook of positive psychology* (2nd ed.), 679-687. New York, NY: Oxford University Press.

Steger M. F., Frazier M., Oishi S., & Kaler M. (2006). The meaning in life questionnaire: Assessing the presence of and search for meaning in life. *Journal of Counseling Psychology, 53,* (1), 80-93.

Suldo, S. M., Riley, K., & Shaffer, E. J. (2006). Academic correlates of children and adolescents' life satisfaction. *Sch. Psychol. Int, 27,* 567–582.

Ozer, D. J., & Benet-Martínez, V. (2006). Personality and the prediction of consequential outcomes. *Annual Review of Psychology, 57,* 401–421.

Valentine, J. C., DuBois, D. L., & Cooper, H. (2004). The relation between self-beliefs and academic achievement: A meta-analytic review. *Educational Psychologist, 39,* 111–133.

Widiger, T. A., & Simonsen, E. (2005). Alternative dimensional models of personality disorderr: Finding a common ground. *Journal of Personality Disorders, 19*, 110–130.

Viswesvaran, C. (2001). Assessment of individual job performance: A review of the past century and a look ahead. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds.), Handbook of industrial, work and organizational psychology: (1). *Personnel psychology*, (110-126). London: Sage.

Wong, P. T. P. (2010). Meaning therapy: An integrative and positive existential psychotherapy. *Journal of Contemporary Psychotherapy, 40*, 85–94.

Zhang, L.F. (2003). Does the big five predict learning approaches? *Personality and Individual Differences, 34*, 1431-1446.

Zimmerman, B. J. (2000). Attainment of self-regulation: A social cognitive perspective. In M. Boekaerts, P. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation, research, and applications* (13–39). Orlando, FL: Academic Press.