THE EFFECT OF PERSONALITY TRAITS AND SELF-EFFICACY ON ACADEMIC PERFORMANCE AMONG STUDENTS AT A PRIVATE UNIVERSITY IN MALAYSIA

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PREFACE

This research project must be completed for us to achieve our Bachelor of Business Administration (Honours) degree. The topic for our research project is “The Effect of Personality Traits and Self-Efficacy on Academic Performance among Students at a Private University in Malaysia”. This research is being conducted because the "one-size-fits-all" educational system fails to accommodate the different personalities of students or how personality traits and self-efficacy affect students' academic performance.

Malaysia’s education system is based on the “one-size-fits-all” education system. The system might not accommodate all of the different student personalities, which could lead to students' academic performance below expectations. Furthermore, students' academic performance is influenced by their personality traits and self-efficacy. The educators face the challenge of adapting their teaching methods to fit the different personalities of their students. Thus, this study provides an overview of how personality traits and self-efficacy affect students' academic performance at a private university.

We have identified six independent variables which are openness to experience, conscientiousness, extraversion, agreeableness, emotional stability, and self-efficacy that will affect the academic performance of students in a private university. This research will be beneficial to educators and students in understanding how personality traits and self-efficacy affect the academic performance of students.

ABSTRACT

The aim of this research is to study the effect of personality traits and self-efficacy on academic performance among students at a private university in Malaysia. Personality traits and self-efficacy may affect academic performance through openness to experience, conscientiousness, extraversion, agreeableness, emotional stability and self-efficacy among students. The researchers targeted undergraduate students from University Tunku Abdul Rahman (UTAR).

Questionnaire has been distributed through Google Form. The researchers have successfully collected 377 responses. Statistical Package for Social Sciences (SPSS) Version 29 has been used to analyze and interpret the data collected for pilot study and full study. To test the significant relationship between the independent variables (openness to experience, conscientiousness, extraversion, agreeableness, emotional stability and self-efficacy), and dependent variable (academic performance), the researchers have used the Pearson Correlation Analysis, and Multiple Linear Regression Analysis.

It has been found that all the independent variables (openness to experience, conscientiousness, extraversion, agreeableness, emotional stability and self-efficacy) have significant and positive relationships with the dependent variable (academic performance). The summary of major findings, implications of the study, limitations and recommendations of this study have been provided in this research.

Keywords: Academic Performance, Openness To Experience, Conscientiousness, Extraversion, Agreeableness, Emotional Stability, Self-Efficacy

Subject Area: BF698-698.9 Personality

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LIST OF ABBREVIATIONS

AG	Agreeableness
ANOVA	Analysis of Variance
AP	Academic Performance
CGPA	Cumulative Grade Point Average
CO	Conscientiousness
ES	Emotional Stability
EX	Extraversion
FFM	Five Factor Model
GPA	Grade Point Average
MQA	Malaysian Qualifications Agency
OE	Openness to Experience
SE	Self-efficacy
SPSS	Statistical Package for the Social Sciences
UTAR	Universiti Tunku Abdul Rahman

LIST OF APPENDICES

CHAPTER 1: RESEARCH OVERVIEW

1.0 Introduction

Personality traits and self-efficacy are important elements that will affect academic performance. This chapter covered research background, problem statement, research objectives, research questions, hypotheses and significance of the study, and chapter layout.

1.1 Research Background

1.1.1 Industry Background

Tertiary Education in Malaysia

Malaysia's education system includes a variety of subsystems for every educational level, educating over 7 million students. The federal government uses a highly centralized structure (Tee, 2023). Since 1957, there has been significant growth in educational access. In 2023, the tertiary enrolment rate exceeded 40%. The system is still expanding and is facing challenges such as substantive quality problems and evaluating its education system's politics and governance to be more effective for the future (Tee, 2023).

Learning style can be identified by Reid (1998) as “internally based characteristics, usually not recognised or constantly used by students, for gaining knowledge and understanding of new information.” A different researcher, Peacock (2001), defines learning style as "a student's preferred method or way of learning". Learning styles are also considered to be unaware learner characteristics (Reid 1987), and they are widely regarded as natural and innate (Neo & Ng, 2020).

Teaching styles, also known as teaching methods, are the concepts, strategies, and behaviours that educators adapt to help students gain knowledge (Dash et al., 2020). Teaching styles frequently play a critical role in education. Previous research has shown that most teachers prefer a style that is adapted to their own learning style as they believe it is simple and effective (Dunn & Dunn 1979, Kinsella 1995, Cheng & Banya 1998, Cooper 2001, Peacock 2001 as cited in Neo & Ng, 2020). However, the teachers' preferred teaching styles may differ from the students' preferred learning styles. As a result, there may be a disconnect or gap between the learning styles and teaching styles, which influence students' learning processes (Neo & Ng, 2020).

1.1.2 Challenges Faced by The Industry

Challenges Faced by The Tertiary Education Institutions

The challenge in education is to adjust the educator's teaching style to match the different personalities of students. The education system's "one-size-fits-all" approach may result in students' academic performance falling below expectations. Student differences were narrowly defined, mainly in terms of

ability, and teachers applied researcher-designed ongoing assessments to identify student variance, reducing the need for teacher perception (Bondie et al., 2019). On the other hand, Tomlinson's framework encouraged educators to be aware of a variety of student differences, such as language, culture, and individual interests, as factors that may affect teacher decisions when planning instruction to capitalise on student strengths or minimise difficulties (Bondie et al., 2019). According to Al-Tameemi et al. (2023), McChlery and Visser (2009) stated that it was the responsibility of educators to recognise their students' learning styles in order to match their teaching styles and practices with them. A mismatch between learning styles, materials, and teaching methods may decrease student motivation. Wilson and Scalise (2006) additionally suggested that a mismatch between methods of learning and teaching could be unfavourable for students (Al-Tameemi et al., 2023).

1.1.3 Academic Performance

Academic performance in higher education is evaluated by achievement, competencies, and persistence. When explaining academic performance in higher education, an implementation such as Grade Point Average (GPA) is more commonly used than a conceptual definition. A GPA of 3.6700 – 4.0000 is considered a “Distinction”, and a GPA of 3.0000 – 3.6699 is considered a “Merit”. 2.0000 and above is generally considered passing; below 2.0000 leads to academic probation, which is also below average performance. Below average performance may also be attributed to less than expected school achievement and a lack of cognitive skills. For example, UTAR’s compulsory passing requirement is needed to score a minimum of 40% in both continuous assessment and final examination. Furthermore, students must obtain an overall score of 50% and above to pass. It can maintain the programme standard and improve the student level. Rodríguez-Hernández et al. (2020) suggested that evaluating both common as well as unique student competencies was necessary for a better understanding of

academic performance in higher education. Furthermore, academically successful students will have higher confidence and self-esteem ratios, lower rates of depression and anxiety, and are more active in society (Ab Razak et al., 2019; Al-Noshan, Al-Hagery, et al., 2018; Nugroho et al., 2020 as cited in Al-Tameemi et al., 2023).

1.2 Problem Statement

In recent years, education became a growing concern regarding the academic performance of undergraduate students in Malaysian higher education institutions. Although education continues to evolve and increasing availability of learning resources, a substantial number of students continue to underperform academically. This was slow down the graduation and academic progression. McCredie & Kurtz (2020) mentioned that students' academic performance was measured by using Grade Point Average (GPA). Students score below 2.0 are considered as performance below average (Chu et al., 2022). According to Al-Tameemi et al. (2023), academic performance below expectation is one of the major issues that faced by undergraduate students in Malaysia. Studies have shown an increase in dropout rate among undergraduate students in Malaysian higher education institutions (HEI) due to unsatisfactory academic performance (Bocsi et al., 2019). It has been reported that the higher dropout rates of 17,613 undergraduate students were unable to complete their tertiary education in 2021. This indicated a rise in the number of more than 4000 compared with year 2020 (Atat & Majid, 2024). Higher Education Minister Datuk Seri Noraini Ahmad stated that students who choose to drop out usually face problems with academic failure, which prevent them from registering for the new trimester, as well as health-related problems (Daim & Yunus, 2022).

One contributing factor to this problem is the common adoption of the traditional "one-size-fits-all" teaching approach that frequently overlooks the diversity of individual characteristics and learning needs among students (Bondie et al., 2019). According to Khelifi & Hamzaoui (2024), the changes toward learner-centered teaching methods are more effective in addressing individual differences. Educators may provide inclusive, learner-centered settings where all students can succeed by tailoring their education based on students' requirements and unique characteristics. However, many educators' current approaches less concern the influence of personality traits and self-efficacy on students' learning habits, motivations, and academic outcomes. This lack of personalization may eventually cause more problems for students who struggle under strict or generic teaching styles. For instance, students may suffer from emotional instability or stress or be unable to meet the performance standards set by the education institutions (Tee et al., 2024; Yong et al., 2022).

According to Wang et al. (2023), low emotional stability can negatively affect student learning outcomes, while high level of conscientiousness was strongly indicated as high learning achievement. Mahama et al. (2022) demonstrated that conscientiousness is strongly related to student self-regulation, self-discipline, and focus on accomplishing goals. It can subsequently lead to good academic results. Research also mentioned that agreeableness, openness to experience, and conscientiousness were positively related to academic performance. In contrast, extraversion and emotional instability were found to have a negative relationship with academic performance. High extraversion students usually have good academic performance since their personalities are energetic, outspoken, and outgoing. However, being too high in extraversion seems to be bad for academic performance since they are talkative and enjoy being involved in group activities (John et al., 2020).

Apart from that, research mentioned that the loss of emotional and behavioural control negatively influences academic performance among university students. Recent studies conducted at Malaysian University have shown a high level of

students experience anxiety (72.7%), psychological distress (68.9%), and depression (60.6%), all of which negatively impact their academic performance (Tee et al., 2024). It was related to high neuroticism personality traits. Yong et al. (2022) also proved that the neuroticism personality trait is associated with higher stress levels, increased social anxiety, lower exam scores, and increased academic burnout levels.

In addition to personality traits, self-efficacy is described as students' belief in their full capability to do academic tasks and obtain specific goals (Waddington, 2023). Self-efficacy plays a critical role in evaluating academic success. About 70% of university students have a strong belief in their ability to make a plan for their future. Self-efficacy will be strongly influenced by students' academic performance. (Alzabidi et al., 2024). Thus, we tend to use self-efficacy as one of our independent variables to measure the significant relationship among undergraduate students.

Furthermore, there was existing research that had been conducted at Western University. For instance, studies by Novikova and Vorobyeva (2017) and Rodrigues et al. (2024) were conducted at Western University. Meanwhile, studies by Omar (2025), Seman and Ismail (2019), and Bhagat et al. (2019) on the effect of personality traits on students' academic performance in public universities in Malaysia have been conducted. Since few studies included private university students in Malaysia and past studies shown inconsistent findings result with different personality traits and self-efficacy among undergraduate students, the inconsistent result need for further investigation. Therefore, this study contributes by investigating the effect of Big Five personality traits and self-efficacy on academic performance among undergraduate students at a private university in Malaysia.

1.3 Research Objectives

1.3.1 General Objective

The research aims to study how personality traits and self-efficacy affect academic performance at a private university in Malaysia. The researchers will investigate the Big Five personality traits and one additional variable, which are OE, CO, EX, AG, ES, and SE.

1.3.2 Specific Objective

1) To investigate the significant effect of openness to experience on academic performance among students at a private university in Malaysia.
2) To investigate the significant effect of conscientiousness on academic performance among students at a private university in Malaysia.
3) To investigate the significant effect of extraversion on academic performance among students at a private university in Malaysia.
4) To investigate the significant effect of agreeableness on academic performance among students at a private university in Malaysia.
5) To investigate the significant effect of emotional stability on academic performance among students at a private university in Malaysia.
6) To investigate the significant effect of self-efficacy on academic performance among students at a private university in Malaysia.

1.4 Research Question

The following is the research question that was considered in this study, taking into consideration the stated research objectives:

1) Does openness to experience affect academic performance among students at a private university in Malaysia?

2) Does conscientiousness affect academic performance among students at a private university in Malaysia?

3) Does extraversion affect academic performance among students at a private university in Malaysia?

4) Does agreeableness affect academic performance among students at a private university in Malaysia?

5) Does emotional stability affect academic performance among students at a private university in Malaysia?

6) Does self-efficacy affect academic performance among students at a private university in Malaysia?

1.5 Hypotheses of the Study

Hypothesis 1:

H_0: There is no significant relationship between openness to experience and academic performance among students at a private university in Malaysia.

H_1: There is a significant relationship between openness to experience and academic performance among students at a private university in Malaysia.

Hypothesis 2:

H_0: There is no significant relationship between conscientiousness and academic performance among students at a private university in Malaysia.

H_1: There is a significant relationship between conscientiousness and academic performance among students at a private university in Malaysia.

Hypothesis 3:

H_0: There is no significant relationship between extraversion and academic performance among students at a private university in Malaysia.

H_1: There is a significant relationship between extraversion and academic performance among students at a private university in Malaysia.

Hypothesis 4:

H_0: There is no significant relationship between agreeableness and academic performance among students at a private university in Malaysia.

H_1: There is a significant relationship between agreeableness and academic performance among students at a private university in Malaysia.

Hypothesis 5:

H_0: There is no significant relationship between emotional stability and academic performance among students at a private university in Malaysia.

H_1: There is a significant relationship between emotional stability and academic performance among students at a private university in Malaysia.

Hypothesis 6:

H_0: There is no significant relationship between self-efficacy and academic performance among students at a private university in Malaysia.

H_1: There is a significant relationship between self-efficacy and academic performance among students at a private university in Malaysia.

1.6 Significance of the Study

This research brings a theoretical significance of the Big Five of personality traits and self-efficacy, which is an extended model to have a better idea of the body of knowledge of personality. Due to the different personality traits of every student, this research is important to help educators adapt their method of delivering knowledge to suit the needs of students, instead of using a "one-size-fits-all" style. Students can also personalize their learning methods based on their own personality traits to achieve better outcomes. Besides, this research is significant for supporting mental health and well-being, especially for the variable of emotional stability. It can affect the emotions or behaviour of a student in managing challenges and academic stress. This research is also important to the management of the university and policymakers for any decision-making that will affect university students.

1.7 Chapter Layout

Chapter 1: Introduction

Background of research, problem statement, research objectives, research questions, hypotheses and significance of the study, and chapter layout are covered in this chapter.

Chapter 2: Literature Review

Underlying theories, review of literature, proposed research conceptual framework, and hypotheses development are covered in this chapter.

Chapter 3: Research Methodology

Research design, sampling design, methods of data collection, research instrument, scales measurement, data process, and data analysis are covered in this chapter.

Chapter 4: Research Results

This chapter discussed the SPSS result and analyzed the data collected.

Chapter 5: Conclusion and Discussion

The summary of the findings, limitations of the study, and recommendations for future research covered in this chapter.

1.8 Conclusion

In conclusion, this chapter covered the overview of this research, which included the research background, problem statement, dependent variable, independent variables, hypotheses, and the significance of the study about how personality traits and self-efficacy will affect academic performance.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter discussed about underlying theories, review of the literature, conceptual frameworks of this study, and hypothesis development.

2.1 Underlying Theory

2.1.1 Five Factor Model of Personality Traits

Five Factor Model (FFM) also known as Big Five developed by Costa and McCrae in 1992 provide comprehensive framework to understand personality dimension. It was applied to determine personality traits influence on academic performance. This model consists of five broad personality dimensions such as agreeableness, emotional stability (neuroticism), extraversion, conscientiousness, and openness to experience (Novikova & Vorobyeva, 2017). The traits reflect differently based on individual thought, emotion and behaviour. A person may score high or low while compared with others. Hence, the model explains with high agreeableness individuals inclined to be cooperative, and respectful as opposed to low agreeableness individuals are hostile and impolite. In general, emotional stability individuals are resilience and adaptability. Low in emotional stability represents individuals experience with negative emotions such as psychological distress, anxiety and depression. Moreover,

FFM model describes high extraversion reflect the tendency of individual be more sociable and talkative instead of low extraversion individual are being quiet. High openness to experience refers to individuals who are more open-minded, curious and creative. In contrast, low openness individual resistant to change. Lastly, high in conscientious individuals tend to be responsible and goal oriented. They prioritize completing their tasks while low conscientiousness students always delay the tasks (Soto & Jackson, 2020).

Research has applied five factor models of personality traits as our theory since this theory is used to assess personality. Studies have demonstrated that Big five personality traits usually include positive direct and indirect relationships on student academic performance. However, the influence of different dimensions of individuals personality traits is uncertain and it was based on the specific culture context, professional background and individual circumstances (Wang et al., 2023).

2.1.2 Self-Efficacy Theory

Self-efficacy theory was developed by Bandura in 1977. This theory was linked to the independent variable (self-efficacy) that influences student academic performance. Self-efficacy theory is concerned with an individual's belief about his or her ability to organize and execute courses of action. Individuals exercise influence over their behavior. Through reflective thought, individuals apply knowledge and skills to perform a specific behaviour. A person will decide the way they behave (Resnick, 2008). The expectation of personal mastery (efficacy expectation) and success expectation (outcome expectation) measured whether an individual will engage behavior. Study found that people are motivated to perform behaviour when they believe their action can achieve expected results. Nevertheless, outcome expectations are highly dependent on individual self-

efficacy. Therefore, self-efficacy predicts performance better than desired outcome. (Van Der Bijl & Shortridge-Baggett, 2001).

Self-efficacy theory applied on students' academic performance since students from vary education context have vary self- efficacy levels. This can influence the student's academic performance in different subjects. Self-efficacy provides tailored strategies to improve student's outcome (Alzabidi et al., 2024). According to Honicke et al. (2023), self-efficacy will result in good academic performance. When students are high in self-efficacy, they are likely to act in positive academic performance which results in academic success.

2.2 Review of Literature

2.2.1 Dependent Variable – Academic performance

Academic performance is key indicator and critical goals of education (Zaleniene et al., 2021). Student academic performance defined as knowledge student gained which was measuring from marks student obtain given by tutors or goals set by students to be achieved over a specific time (Lynam et al., 2022). The main aim of academic institutions is to enable students to become academically excellent by encourage them to improve in the institution (Maiya & Aithal, 2023). Student's academic performance was measured from midterm, final exam scores as well as semester-work components in term of papers, quizzes, and assignments (Hayat et al., 2020). According to Naaj et al. (2023), student academic performance can be identified from attendance, engagement in class discussion, and involvement with course materials. Begum et al. (2024) mentioned that

academic performance is to be understood the result of psychological, social, economic factors which lead to diverse growth of students. Kumar et al. (2021) defined the concept of academic performance as gaining the knowledge, learning new skills and competencies. Hence, students were able to obtain good grades, better future career and persistence towards education. When students better in academic performance, the higher potential of student's good employment development who contribute to economic and social improvement for the country (Hayat et.al, 2022). Overall, student academic performance is a key indicator to measure their learning and achievement in education area. It can used to understand of strength and weakness, provide feedback and guide to improve for the instruction practice (Stanny, 2021).

2.2.2 Independent Variable 1 – Openness to experience

OE is a person's curiosity about the world, active imagination, emotional responsiveness, and aesthetic sensibility (Saklofske et al., 2012 as cited in Dong et al., 2022). Openness refers to "the breadth, depth, originality, and diversity of an individual's mental and experiential life" (John et al., 2008 as cited in Meyer et al., 2023). People with open to new experiences are characterised by their curiosity about the world (Costa & McCrae, 1992, as cited in Tarka et al., 2022). According to Awwad and Al-Aseer (2021), openness may identify a person's attraction to novelty and diversity of interests. OE can be defined as having curious, creative, and artistic good feelings, as well as possessing OE personality traits (Ahmed et al., 2022). Individuals with a high level of OE have greater access to a variety of perspectives, emotions, views, and thoughts (Schwaba et al., 2018 as cited in Mankuroane, 2021). These people are better able to respond to changing situations because of their experiences. Other than that, people who are open to new experiences are more likely to be ready to share and consider new ideas capable of challenging the current situation (Woods et al., 2018 as

cited in Mankuroane, 2021). Besides that, OE also expressed as the willingness to try new, imaginative, and creative thinking while seeking a variety of interests; high openness shows a higher level of creativity and a preference for novelty (Lixăndroiu et al., 2021). Compared with closed people, open people are more conscious of their emotions. They tend to think and perform in uncommon and individualistic ways (Friedman & Schustack, 2016 as cited in Britwum et al., 2022). According to Britwum et al. (2022), OE has a significant relationship with student academic performance. From this study, OE refers to an individual with an imaginative mind, curiosity, and open-mindedness.

2.2.3 Independent Variable 2 – Conscientiousness

CO emphasizes self-discipline, order, deliberation, competence and task and goal orientation. According to Grant (2024), CO defined as a person's inclination to be independent, persistent, hardworking and well structured. The characteristic of individuals prefers to schedule everything, responsible, organized, well manage impulses behaviours and careful (Caetano, 2022). Souhila & Manar (2024) described CO as goal-directed behaviour, adherence to rules and norm, consider consequences prior acting and task oriented. Study mentioned high CO individuals often excel in manage time, clear goal direction and maintain learning habits (Kipuru et al., 2024). Based on research, if individuals are highly conscientious, they are typically conscientious and capable of doing things correctly. In contrast, if the individual is irresponsible, impulsive, and disordered, they have a low level of CO. Low conscientious students are likely to be indiscipline, having simple target, impatient, distracted away from their work, less careful, and less focused (Spielmann et al., 2022). Morosanova et al. (2022) mentioned that CO has strong connection with self-regulation. Thus, it was able to provide better academic performance. CO is the strongest predictor of students' academic performance (Ramli et al., 2024). Eyong et al. (2014) found that students high in conscientious performance performed better than

lower conscientious students. Based on findings, we support that CO is highly related to student academic performance.

2.2.4 Independent Variable 3 – Extraversion

EX is defined as "an energetic approach towards the social and material world around us, and it contains traits like social skills, activity, assertiveness, and positive feelings" (John et al., 2008 as cited in Meyer et al., 2023). For instance, extraverted behaviour in the learning environment can be beneficial in language subject domains because oral language abilities can be assessed (Meyer et al., 2023). Extraverts have a strong desire to achieve distinction and better than others to earn rewards (Barrick et al., 2002 as cited in Huo & Jiang, 2023). EX is a positive dimension of personality (Dudija et al., 2022). These characteristics describe people who are extroverted, outgoing, active, and talkative. In addition, people who are highly EX typically dominate conversations in groups (Muhopilah & Tentama, 2021). Extraverts enjoy social situations because they are full of energy and always feel happy. They are more likely to respond with yes to exciting opportunities because they are action-oriented, bring focus on themselves, assertive, and passionate (Friedman & Schustack, 2016 as cited in Britwum et al., 2022). Extraverts also express more positive feelings and give more agreements and praises (Ahmad et al., 2021). According to Britwum et al. (2022), there is a significant relationship between EX and student academic performance. Based on this study, EX is defined as an individual who is outgoing, talkative, confident, and has a high level of emotional expression.

2.2.5 Independent Variable 4 – Agreeableness

AG is an aspect that "contrasts a beneficial and societal orientation towards others with rivalry, which includes traits like kindness, tender-mindedness, trust, and humility" (John et al., 2008 as cited in Meyer et al., 2023). Since 1960, Allport and Cattell have established the AG personality as one of the big five personality dimensions or traits (Latipah et al., 2021). AG is a key aspect of social actions and interaction with others, and it is strongly related to positive social behaviours in general (Reizer et al., 2023). AG is linked to real-life social behaviours such as supporting and helping others (Carlo et al., 2005; Graziano et al., 2007, as cited in Stavrova et al., 2023). Besides, an agreeable person is reliable, caring, and avoids arguments, which promotes an appropriate learning environment (Mustafa et al., 2022). In addition, agreeable students enjoy classroom discussions, which are associated with a preference for structure, collaboration, and interaction with others in the learning environment (Meyer et al., 2023). Agreeable people have a positive perspective on life. Therefore, the agreeable individuals have the willingness to give up their pleasure for the benefit of others. According to research findings, agreeable students have higher levels of perseverant, have greater motivation for personal growth, and have an intrinsic desire to learn (Zhang & Wang, 2023). Students with high AG are more likely to have the necessary abilities and can adapt to group needs to improve themselves (Freitag & Bauer, 2016 as cited in Paiman et al., 2024). In this study, AG refers to a person's willingness to be reliable, kind, and friendly, especially in group or team settings. According to Britwum et al. (2022), AG has a significant relationship on student academic performance.

2.2.6 Independent Variable 5 – Emotional stability

Rodrigues et al. (2024) mentioned that ES personality traits refer as opposite of neuroticism. This means that high ES individuals are low in neuroticism

personality. The dimension of ES are greater resilience and adaptability. This type of personality excels for solving the academic challenges. ES people are calm (Hetland et al., 2024). They have positive emotions that assist them in solving problematics situations (Rudenko et al., 2022). Olarewaju (2024) pointed that ES is crucial aspect of emotional intelligence which individuals' ability to manage their emotions effectively. Research consistently shown that high emotion stability tends to experience fewer psychological disorders. For instance, anxiety and stress, which significant impact on students' academic performance. However, Diachenko et al., (2021) mentioned low ES individuals experience negative emotions such as guilt, anger, fear, disgust, disappointment, and embarrassment. It is a negative emotion which may lead students unable to sleep well. Soraya Hakimi et al. (2011) explained that individuals with high levels of emotional instability have problems and issues that hinder effective on students' study performance. It is commonly acknowledged that anxiety affects students' performance (GPA) especially in exams. According to Cuartero and Tur (2021), low ES is arising from individuals ineffective problem-solving. This may reduce their motivation and increased absenteeism which triggered by psychological problem (Minnigh et al., 2025). Sun and Liu (2023) have identified ES as positive relationships on student academic performance. The vary level of anxiety in individual with ES trait able to result in higher or lower determination and academic performance among students. Thus, we support that ES is related to student academic performance.

2.2.7 Independent Variable 6 – Self-efficacy

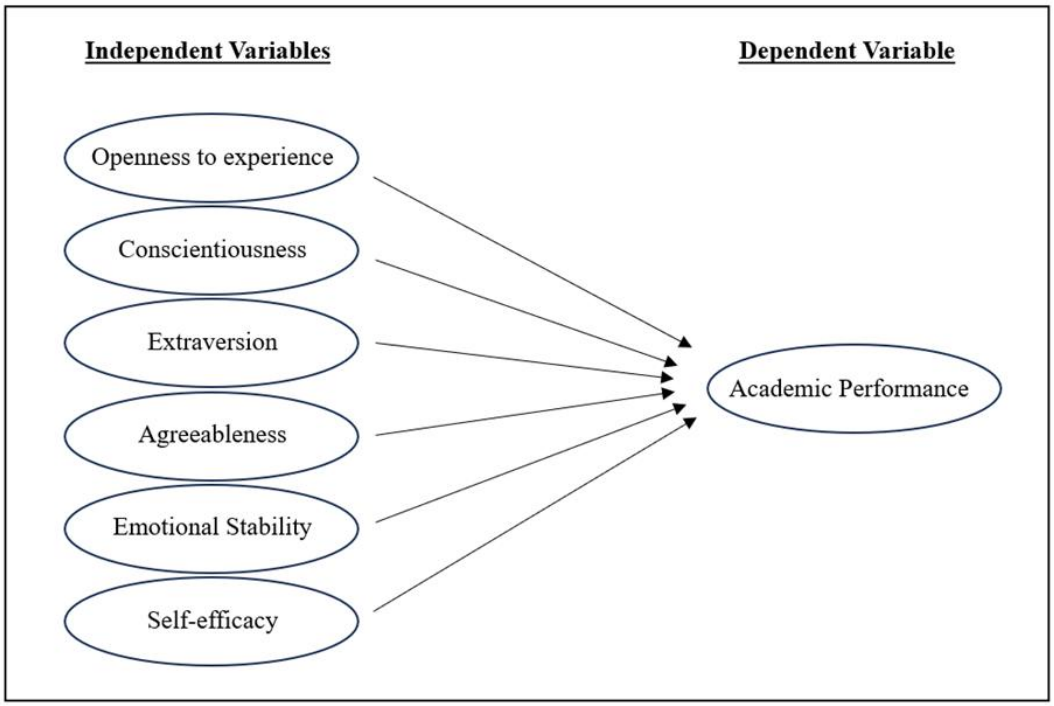
SE, as explained by Bandura (1994), is an individual's belief in their capability to achieve specified levels of performance for events which influence their lives, which decides how people think, feel, encourage themselves, and perform (Khan, 2023). According to Farmer et al. (2022), SE is referring to the individual's ability to generate important effects. SE has been recognised as a key component in determining and predicting

academic performance among students in institutions of higher education (Meng & Zhang, 2023). It indicates an individual's beliefs about his or her capacity to act, carry out duties, and achieve goals in a variety of scenarios (Bandura, 1986 as cited in Li et al., 2022). SE is a dynamic, gained construct that develops over time through experience and shows itself in situations involving a challenge that may be overcome with effort (Bandura, 2001 as cited in Cuartero & Tur, 2021). Moreover, SE is mentioned clearly for the forethought phase. That involves evaluating the learning task, setting targets, developing plans for achieving them, including plans for strategy application, and activating positive emotions like SE about the possible result of completing the task at hand (Graham, 2022). Furthermore, students with a high level of SE consider school tasks as a challenge that they are facing confidently, carried with their understanding and abilities, which leads to a more responsible and efficient mindset towards school tasks (García et al., 2016 as cited in Supervía et al., 2022). On the other hand, low SE has been linked to non-adaptive academic behaviours, poor academic performance, and mental health problem for students, such as depression, anxiety, and stress (Usán Supervía & Quílez Robres, 2021). According to Meng and Zhang (2023), SE has a significant and positive relationship with student academic performance. In this study, SE refers to an individual’s confidence in their capability to effectively complete tasks and to have effort and persistence when facing challenges.

2.3 Conceptual Framework

Figure 1

Conceptual Framework Model



Source: Developed for the research

Figure 1 shows the conceptual framework established in this study. It includes the independent variables: OE, CO, EX, AG, ES, and SE, which affect the dependent variable: AP. The Big Five personality traits were generated from the Five Factor Model. Also, SE as developed by Bandura, is related to an individual's belief in their capability to succeed.

Many studies indicated that there was an association between personality traits and academic performance (Britwum et al. 2022). The Five Factor Model of personality is regarded as the most complete framework for understanding personality. In addition, the concept of self-efficacy is linked to an individual's beliefs about their

capability to perform a specific duty. Some researchers believed that students with higher self-efficacy perform better and receive better assessments (Meng & Zhang, 2023).

2.4 Hypothesis Development

2.4.1 The Relationship between Openness to Experience and Academic Performance

Britwum et al. (2022) stated that students who like to try new things or explore new experiences will actively contribute to their assignments, which will improve their academic performance. According to Gatzka (2021), OE had a significant effect on academic performance because individuals with high openness tend to be cognitively curious about the world. Schoeman and Kotzee (2022) also stated that individuals with high OE will show high interest and imagination in their academic tasks. The person with high OE thinks cognitively and likes to challenge themselves, and this was positively associated with academic performance because they will actively participate in their assignments or other academic projects (Hu, 2022). According to Bibi et al. (2025), openness was often categorized as a characteristic of a model student as it was linked with resourcefulness, intelligence, and planning for the future, which will also enhance academic performance. Verbree et al. (2021) have mentioned that OE has a direct impact on academic performance. This was due to the individual with high OE having an interest in having a deep understanding of things. Therefore, OE has a positive impact on academic performance, and the hypothesis is proposed.

Hypothesis 1: There is a significant relationship between openness to experience and academic performance among students at a private university in Malaysia.

2.4.2 The Relationship between Conscientiousness and Academic Performance

Schoeman and Kotzee (2022) and Minnigh et al. (2024) highlighted that CO was the most important trait for academic performance because it referred to an organized person who is goal-oriented and self-disciplined when contributing to academics. A person with high CO will put more effort into completing the tasks without regular supervision, which indicates that CO will positively influence academic performance (Verbree et al., 2021). Dong et al. (2022) also stated that CO had the most significant relationship with academic performance due to the person efficiently managing the time, planning learning activities, establishing specific learning objectives, and working hard to learn despite challenges. CO often reflects individuals with strong self-discipline, who also tend to avoid rushing in their tasks; however, they will plan nicely and work steadily toward the tasks (Hu, 2022). The significant relationship between CO and academic performance can be justified by a desire to achieve good performance, goal-oriented behaviour, and effort put into academics (Meyer et al., 2024). Hence, there is a significant relationship between CO on academic performance, the hypothesis is developed.

Hypothesis 2: There is a significant relationship between conscientiousness and academic performance among students at a private university in Malaysia.

2.4.3 The Relationship between Extraversion and Academic Performance

According to Medjadi (2024), extroverted people would like to show kindness and friendliness towards others, and they also like to be sociable, which is beneficial for academic tasks that require more social interaction. Dong et al. (2022) stated that the energy level for extroverted people was high, which means they will avoid being panicked or scared of making mistakes or confronting academic stress. Besides, Smith et al. (2021) showed that EX can positively influence academic performance because extroverts were more likely to ask questions actively, which will also enhance their academics. However, according to Chen et al. (2025), EX was a negative predictor of academic performance. They mentioned that extroverted people frequently have busy social lives, which might disrupt studies because they will spend less time on learning or academics. Cuartero and Tur (2021) also stated that EX did not have a significant impact on academic performance because the students may have difficulties focusing on their academics quietly or performing independent tasks. Moreover, Kumari (2023) mentioned that extroverts may struggle to concentrate while studying or memorizing, which will lead to a negative effect on their academic performance. Therefore, there is a significant relationship between EX and academic performance. The hypothesis is developed.

Hypothesis 3: There is a significant relationship between extraversion and academic performance among students at a private university in Malaysia.

2.4.4 The Relationship between Agreeableness and Academic Performance

Schoeman and Kotzee (2022) stated that AG had a significant impact on academic performance, in which individuals showed cooperation, gave support in a team, and showed empathy for others. According to Chen et al. (2025), AG had a positive effect on academic performance. Students with such characteristics will believe in others and communicate effectively to avoid any conflict. Dong et al. (2022) and Khan et al. (2024) also highlighted that students with high AG will gain advantages from being collaborative, which will lead to academic success and maintaining positive relationships with others. Besides, Zuki et al. (2023) mentioned that individuals high in AG will gain superior academic performance as they typically show more cooperation and trust among students. Students who are high in AG will work or perform tasks well with others, which is also an ability that leads to academic achievement (Muntean et al., 2022). Therefore, there is a significant relationship between AG and academic performance. The hypothesis is proposed.

Hypothesis 4: There is a significant relationship between agreeableness and academic performance among students at a private university in Malaysia.

2.4.5 The Relationship between Emotional Stability and Academic Performance

According to Kayode and Uthman (2023), they highlighted that emotional strength was an important element to achieve successful academic performance. Students with ES will tend to remain calm and maintain focus even in stressful situations. As a result, they were more probably to achieve

better academic outcomes compared to those who were emotional instability (Muntean et al., 2022). Besides, Shah et al. (2021) mentioned that students with stable emotions will effectively handle stress and maintain interest or concentration in class. Smith et al. (2021) also stated that students who were emotionally stable will show more interests and self-assurance in study. Individuals who were able to effectively manage their emotions were better able to control their feelings without enabling negative emotions to influence their thoughts (Wahyuni et al., 2024). According to Kumari (2023), a strong level of ES was strongly linked to achieving better academic performance due to students will feel confident and less sensitive to stress, and this will lead to a higher level of overall well-being. Therefore, there is a significant relationship between ES and academic performance. The hypothesis is developed.

Hypothesis 5: There is a significant relationship between emotional stability and academic performance among students at a private university in Malaysia.

2.4.6 The Relationship between Self-Efficacy and Academic Performance

According to Ibrahim and Aldawsari (2023), SE was a main factor in achieving academic success due to an individual's belief in their ability to organize and conduct necessary actions towards goals. Besides, Meng and Zhang (2023) stated that the internal and external factors affecting academic performance can be determined by the students' core beliefs and their confidence in achieving personal goals. According to Khan (2023), the students who trust in their own learning and scientific abilities are generally more likely to engage with and enjoy learning new things compared to others. In this case, SE will positively influence academic performance. Furthermore, Honicke et al. (2023) and Nabunya et al. (2022) highlighted

that high academic performance may relate to perceived capability in performing a particular task, and a strengthened sense of accountability in achieving goals, as a result, SE could impact academic performance. Supervía et al. (2022) also mentioned that SE had a positive relationship with academic performance, in which students' strong belief in themselves that they can succeed in academics. Therefore, there is a significant relationship between SE and academic performance. The hypothesis is proposed.

Hypothesis 6: There is a significant relationship between self-efficacy and academic performance among students at a private university in Malaysia.

2.5 Conclusion

Underlying theories and review of literature for the dependent variable (AP) and the independent variables (OE, CO, EX, AG, ES, SE) are covered in this chapter. Conceptual framework and hypothesis development have also been discussed.

CHAPTER 3 RESEARCH METHODOLOGY

3.0 Introduction

This chapter included research design, methods of data collection, sampling design, research instrument, measurement of construct, data process, and data analysis to examine the Big Five personality traits and self-efficacy on academic performance.

3.1 Research Design

The researchers adopted quantitative method rather than qualitative method in this study. Quantitative research requires collecting and analyzing data in numerical form (Ghanad, 2023). However, qualitative research is in a non-numerical form, which refers to the real-life experience or emotions expressed in the form of text, graphics, or sound.

Causal research design is implemented in this study to evaluate the cause-and-effect relationship between AP and OE, CO, EX, AG, ES, and SE. A cross-sectional research design is also implemented in this study, which allows the researchers to answer the research questions at once with only one time data collection (Maier et al., 2023).

3.2 Data Collection Methods

The purpose of data collection is to collect data to gain knowledge about the research (Taherdoost, 2021). Data collection methods are typically classified into two categories, which are primary and secondary data collection methods.

3.2.1 Primary Data

Primary data collection is the method of directly collecting data for a particular research objective. This process may involve both qualitative and quantitative methodologies (Taherdoost, 2021). The questionnaire is one of the standard methods for collecting data. It is a form or instrument that includes a series of questions and secure answers that the respondents (from a specific population) complete to provide the researcher with the data required for the research. Thus, the researchers used Google Forms to share the questions and collect data from respondents. The researchers distributed the questionnaire by sharing the link of the Google Forms with the respondents online and physically.

3.3 Sampling Design

According to Onwuegbuzie and Leech (2007), sampling designs represent the framework within which sampling occurs, including the amount and types of sampling schemes and the sample size.

3.3.1 Target Population

The population targeted is also known as a sample, can be collected from a group of people (Rahman et al., 2022). The targeted population for the research is UTAR undergraduate students. The total number of UTAR undergraduate students is around 20000 (UTAR, 2024). The undergraduate faculties available in UTAR are shown in Table 1.

Table 1

List of faculties from UTAR

Universiti Tunku Abdul Rahman (UTAR)
Faculty of Engineering and Green Technology (FEGT)
Faculty of Information and Communication Technology (FICT)
Faculty of Science (FSC)
Teh Hong Piow Faculty of Business and Finance (THP FBF)
Faculty of Arts and Social Science (FAS)
Institute of Chinese Studies (ICS)
M. Kandiah Faculty of Medicine and Health Sciences (MK FMHS)
Lee Kong Chian Faculty of Engineering and Science (LKC FES)
Faculty of Accountancy and Management (FAM)
Faculty of Creative Industries (FCI)
Faculty of Education (FED)

Source: Universiti Tunku Abdul Rahman. (n.d.). Undergraduate Programmes. https://study.utar.edu.my/ug-programme-faculty.php

3.3.2 Sampling Frame and Sampling Location

Sampling frame is commonly used to refer to a complete list of samples from the population being studied (Rahman et al., 2022). The sampling location is the location where the research is conducted. Therefore, the sampling frame for this study is UTAR. The selected university is listed in the Malaysian Qualifications Agency (MQA), which provides self-accreditation status as an assurance of quality practices and certification in national higher education. The sampling locations are UTAR Kampar and Sungai Long.

3.3.3 Sampling Element

A sampling element refers to the specific unit selected from the population for analysis in a study. The undergraduate students from UTAR are the targeted sampling elements. It is because they are the majority of UTAR students. In addition, the questionnaire has been distributed via Google Forms to the respondents.

3.3.4 Sampling Technique

Purposive sampling is one of the non-probability sampling techniques. Purposive sampling is a method used by researchers to identify individuals who have specific characteristics relevant to the study. The individuals who participated in the study could provide lots of knowledge regarding the research question, even if the sample is unlikely to be representative of everyone in the population (Acharya et al., 2013; Lohr, 2009 as cited in Rahman, 2023). Purposive sampling is the best approach in terms of research when there are only a small number of people in a large community

who possess characteristics that a specialist expects from target individuals (Rahman, 2023).

3.3.5 Sampling Size

Based on Figure 2, the sample size of this research is 377 from the population size of 20000.

Figure 2

Sample Size for a Given Population Size

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: N is population size, S is sample size.

Source: Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, *30*(3), 607-610.

3.4 Research Instrument

3.4.1 Questionnaire Design

The questionnaire contains 8 sections, which are Section A, Section B, Section C, Section D, Section E, Section F, Section G, and Section H. Section A is the demographic profile of the respondents, which consists of 5 questions using nominal scale and ordinal scale. Section B to Section H consists of questions related to the respondents' point of view towards personality traits and self-efficacy affecting academic performance, which used the five-point Likert scale of the interval scale.

3.4.2 Pilot Studies

The questionnaire has been distributed to 30 respondents, who are undergraduate students from UTAR through Google Forms. The researchers have generated the data by using SPSS software (Version 29) after completing data collection. The rule of Thumb of Cronbach's Coefficient Alpha has been used to analyse the reliability of the variables, as shown in Table 2.

Table 2

The Rule of Thumb of Cronbach's Coefficient Alpha

Cronbach's Alpha (α)	Reliability Level
Less than 0.6	Poor reliability
0.6 to 0.7	Fair reliability
0.7 to 0.8	Good reliability
0.8 to 0.95	Very good reliability

Source: Zikmund, W. G. (2020). *Business research method* (7th ed.). Internet Archive.

Table 3

Reliability Test Result (Pilot Study)

Variable	**Cronbach's Alpha Value**	**Number of Items**	**Reliability Level**
Dependent Variable:			
Academic Performance	0.712	5	Good
Independent Variables:			
Openness to Experience	0.752	4	Good
Conscientiousness	0.749	4	Good
Extraversion	0.781	4	Good
Agreeableness	0.780	4	Good
Emotional Stability	0.816	4	Very Good
Self-Efficacy	0.781	4	Good

Source: Developed for the research

A reliability test for the 30 respondents has been conducted. The alpha value of the dependent variable (AP) and six independent variables (OE, CO, EX, AG, ES, SE) is 0.712, 0.752, 0.749, 0.781, 0.780, 0.816, and 0.781 respectively. The dependent variable and five independent variables have a

good reliability, while the variable of emotional stability has a very good reliability.

3.5 Construct Measurement

3.5.1 Nominal Scale

3 questions in section A using nominal scale, Question 1 (Gender), Question 3 (UTAR Campus), and Question 4 (Faculty).

1. Gender:
   [ ] Male [ ] Female
3. UTAR Campus:
   [ ] Kampar Campus
   [ ] Sungai Long Campus
4. Faculty:
   [ ] Faculty of Engineering and Green Technology
   [ ] Faculty of Information and Communication Technology
   [ ] Faculty of Science
   [ ] Teh Hong Piow Faculty of Business and Finance
   [ ] Faculty of Arts and Social Science
   [ ] Institute of Chinese Studies
   [ ] M. Kandiah Faculty of Medicine and Health Sciences
   [ ] Lee Kong Chian Faculty of Engineering and Science

[ ] Faculty of Accountancy and Management

[ ] Faculty of Creative Industries

[ ] Faculty of Education

3.5.2 Ordinal Scale

2 questions in section A using ordinal scale, Question 2 (Age), and Question 5 (Current CGPA).

2. Age:
   [ ] 18 - 21

   [ ] 22 - 25

   [ ] 26 - 29

   [ ] 30 and above

5. Current CGPA:
   [ ] Below 2.0000

   [ ] 2.0000 – 2.9999

   [ ] 3.0000 – 3.6699

   [ ] 3.6700 – 4.0000

3.5.3 Interval Scale

Each question in Section B to Section H has implemented the five-point Likert scale. An example is shown below:

1= Strongly Disagree

2= Disagree

3= Neutral

4= Agree

5= Strongly Agree

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I meet the academic performance requirements expected out of a student.	**1**	**2**	**3**	**4**	**5**

3.5.4 Origin of Measure of Construct

Table 4

Operational Definition of the Key Construct

Variables	Items	Construct Measurement	Sources
Academic Performance	5	• I meet the academic performance requirements expected out of a student. • I adequately complete assigned duties. • I fulfill responsibilities	Adapted from Cunningham (2021)

		specified (e.g., study, homework, readings, papers) in the course outline. • I perform tasks that are expected of me. • My performance is beyond demands.	
Openness to Experience	4	• I see myself as someone who is original, comes up with new ideas. • I see myself as someone who is curious about many different things. • I see myself as someone who is ingenious, a deep thinker. • I see myself as someone who has an active imagination.	Adopted from John & Srivastava (1999) as cited in Britwum et al. (2022)
Conscientiousness	4	• I am conscientious about the things I do. • I finish my work on time. • I am deliberate in my decisions.	Adopted from Mahlamäki (2019)

		• I obey the rules the best I can.	
Extraversion	4	• I usually take control of things in any situation. • It is easy for me to get to know other people. • I often take the initiative in decision-making. • I can convince others to do things.	Adapted from Mahlamäki (2019)
Agreeableness	4	• I trust other people. • I trust what people say. • I trust what people say. • I believe people usually have good intentions.	Adopted from Mahlamäki (2019)
Emotional Stability	4	• I feel that I can handle any situation. • I am able to take criticism with positive emotions. • I am emotionally steady and seldom affected by negativity.	Adapted from Mahlamäki (2019)

		• I feel calm before important meetings.	
Self- Efficacy	4	• I will be able to achieve most of the goals that I have set for myself. • When facing difficult tasks, I am certain that I will accomplish them. • In general, I think that I can obtain outcomes that are important to me. • I am confident that I can perform effectively on many different tasks.	Adopted from Chen et al. (2001) as cited in Di et al. (2023)

Source: Developed for the research

3.6 Data Processing

It is the process of converting collected data from respondents into informative data. Researchers went through this process before entering the data into SPSS software for analysis.

3.6.1 Data Checking

Before the pilot test, data checking occurs to identify and ensure no errors in the questionnaire. This careful review is to find and correct any errors or ensure the accuracy and completeness of the data.

3.6.2 Data Editing

Researchers went over and fixed any mistakes or missing data from the survey responses that were gathered. Responses that are ambiguous, nonsensical, or imprecise are improved for correctness as well as readability. This procedure is essential for guaranteeing the reliability and accuracy of the study's outcomes.

3.6.3 Data Coding

Data coding refers to the action of assigning a number to every variable's response. For section A, the answer from the questionnaire is coded as below:

Table 5

Coding of Question in Section A

	Question	**Item**	**Coding**
1.	Gender	Male	1
		Female	2
2.	Age	18 – 21	1
		22 – 25	2
		26 – 29	3
		30 and above	4
3.	UTAR Campus	Kampar Campus	1

		Sungai Long Campus	2
4.	Faculty	Faculty of Engineering and Green Technology	1
		Faculty of Information and Communication Technology	2
		Faculty of Science	3
		Teh Hong Piow Faculty of Business and Finance	4
		Faculty of Arts and Social Science	5
		Institute of Chinese Studies	6
		M. Kandiah Faculty of Medicine and Health Sciences	7
		Lee Kong Chian Faculty of Engineering and Science	8
		Faculty of Accountancy and Management	9
		Faculty of Creative Industries	10
		Faculty of Education	11
5.	Current CGPA	Below 2.0000	1
		2.0000 - 2.9999	2
		3.0000 - 3.6699	3
		3.6700 - 4.0000	4

Source: Developed for the research

The coding for dependent variable under section B and independent variables under section C, D, E, F, G, and H as below:

- "Openness to experience" - OE
- "Conscientiousness" - CO
- "Extraversion" - EX
- "Agreeableness" - AG
- "Emotional stability" - ES

- “Self-efficacy” - SE

The coding for the answer in the questionnaire is below:

- Strongly Disagree: 1
- Disagree: 2
- Neutral: 3
- Agree: 4
- Strongly Agree: 5

3.6.4 Data Transcribing

In this process, data from responses collected has been manually keyed into SPSS software. After being done with data entry, the data has been saved in the cloud drive for further statistical analysis.

3.6.5 Data Cleaning

Data cleaning helps researchers to clear data that duplicates, is inconsistent, and fix errors correctly. This is the final process of data analysis that can prevent running bad quality data (Ridzuan & Zainon, 2019).

3.7 Data Analysis

Researchers have conducted an analysis of the data, while the SPSS software is used to transform the data.

3.7.1 Descriptive Analysis

Descriptive analysis is data research that helps to illustrate and summarize the data points to ensure that the trends emerge that meet all the information conditions. Descriptive distribution has been generated in frequency form and percentage form. The data has been presented in a percentage distribution in a pie chart.

3.7.2 Scale Measurement

Reliability analysis is crucial to measure the consistency and reliability of a questionnaire. Cronbach's Alpha is used to indicate the validity and reliability of independent and dependent variables. The alpha has very good reliability when it shows the alpha value between 0.8 to 0.95. In addition, the alpha value between 0.7 to 0.8 has a good reliability. When the alpha value fall between 0.6 to 0.7, it is a fair reliability of data. In contrast, the alpha value lower than 0.6 indicates that it has poor reliability of data. The closer Cronbach's Alpha is to 1, the higher the internal consistency reliability (Tavakol & Dennick, 2011).

3.7.3 Inferential Analysis

Inferential analysis concludes a population by analyzing the data from a sample data (Testbook, 2023).

3.7.3.1 Pearson Correlation Coefficient Analysis

According to Harary (2024), the Pearson Correlation Coefficient is widely used in measuring linear relationships between two variables. It can reflect a significant direction and strength of independent and dependent variables. The hypothesis result under the Pearson Correlation Coefficient is shown below:

H_1: There is a significant relationship between openness to experience and academic performance among students at a private university in Malaysia.

H_2: There is a significant relationship between conscientiousness and academic performance among students at a private university in Malaysia.

H_3: There is a significant relationship between extraversion and academic performance among students at a private university in Malaysia.

H_4: There is a significant relationship between agreeableness and academic performance among students at a private university in Malaysia.

H_5: There is a significant relationship between emotional stability and academic performance among students at a private university in Malaysia.

H_6: There is a significant relationship between self-efficacy and academic performance among students at a private university in Malaysia.

3.7.3.2 Multiple Linear Regression Analysis

Multiple Regression Analysis was adopted to examine the effect of Big Five personality traits and self-efficacy on academic performance among undergraduate students at a private university in Malaysia. The hypothesis tested under Multiple Linear Regression is shown below:

H_7: There is a significant relationship between independent variables (Openness to Experience, Conscientiousness, Extraversion, Agreeableness,

Emotional Stability and Self-Efficacy) and dependent variable (Academic Performance) among students at a private university in Malaysia.

3.8 Conclusion

Research design, method of data collection, sampling design, research instrument, measurement of construct, data process, and analysis have been discussed. Further research and findings derived from the questionnaire have been covered in Chapter 4.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

Descriptive analysis, scale measurement, and inferential analysis are covered in this chapter. Descriptive analysis results are displayed using a pie chart and a table. For the measurement of scale, reliability tests have been performed. Pearson Correlation Coefficient and Multiple Linear Regression were used to assess how strongly the dependent and independent variables were related.

4.1 Descriptive Analysis

In this section, the tables and pie charts are applied to simplify and interpret the data gathered for the demographic profile of the respondent.

4.1.1 Respondent Demographic Profile

4.1.1.1 Gender

Table 6

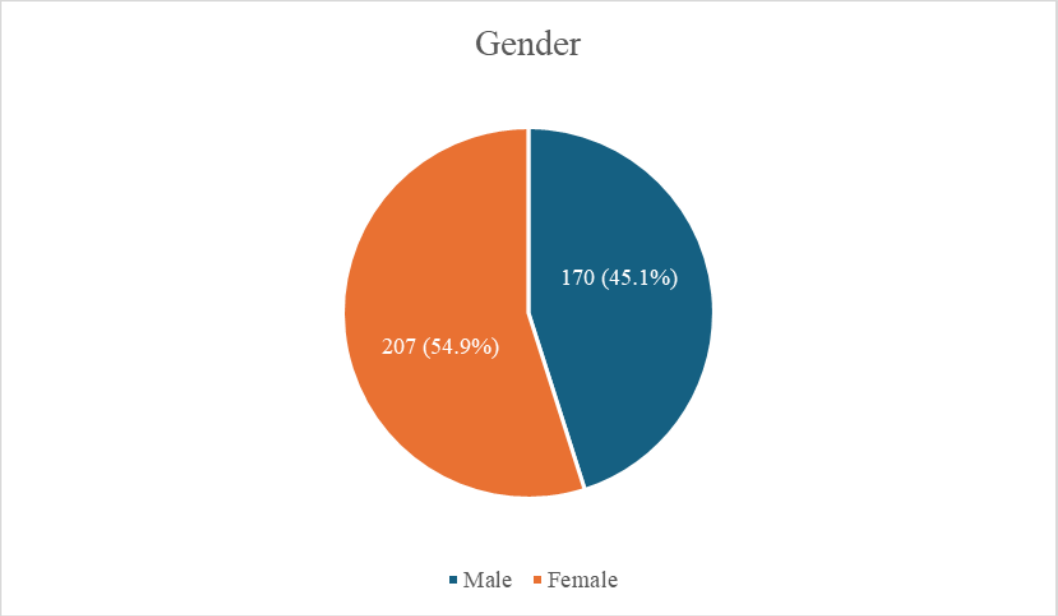
Respondent's Gender

Gender	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Male	170	45.1	170	45.1
Female	207	54.9	377	100.0

Source: Developed for the research

Figure 3

Statistics for Respondent's Gender



Source: Developed for the research

There is a total of 45.1% (170) of male respondents, while the female respondents consist of 54.9% (207), as shown in Table 6 and Figure 3.

4.1.1.2 Age

Table 7

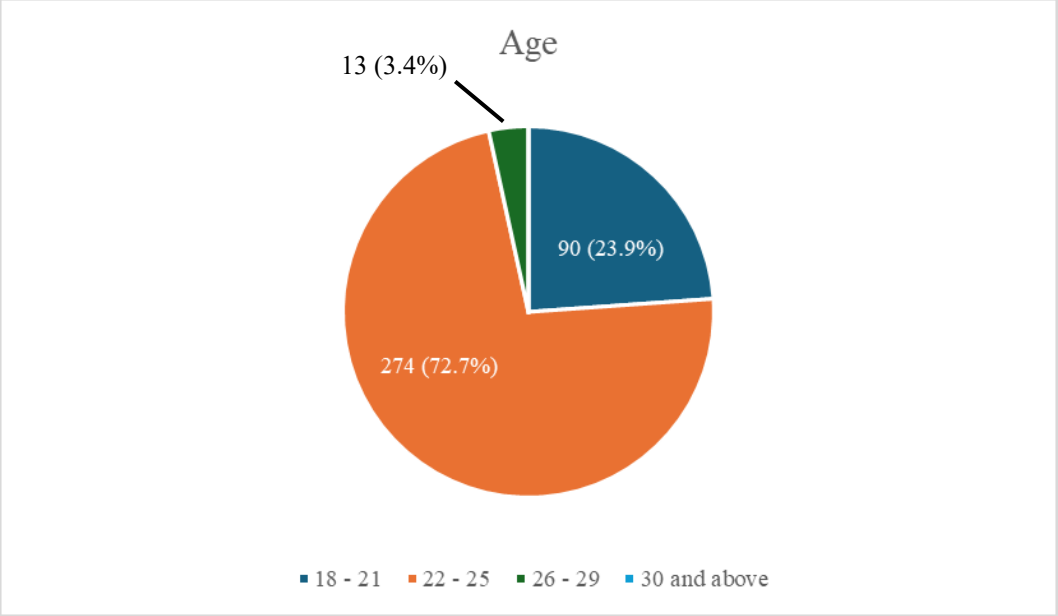
Respondent's Age

Age	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
18 - 21	90	23.9	90	23.9
22 - 25	274	72.7	364	96.6
26 - 29	13	3.4	377	100.0
30 and above	0	0	377	100.0

Source: Developed for the research

Figure 4

Statistics for Respondent's Age



Source: Developed for the research

Based on Table 7 and Figure 4, there are a total of 23.9% (90) respondents between 18 to 21. 72.7% (274) of respondents are between 22 to 25, and 3.4% (13) of respondents are between 26-29. There is no one 30 and above.

4.1.1.3 UTAR Campus

Table 8

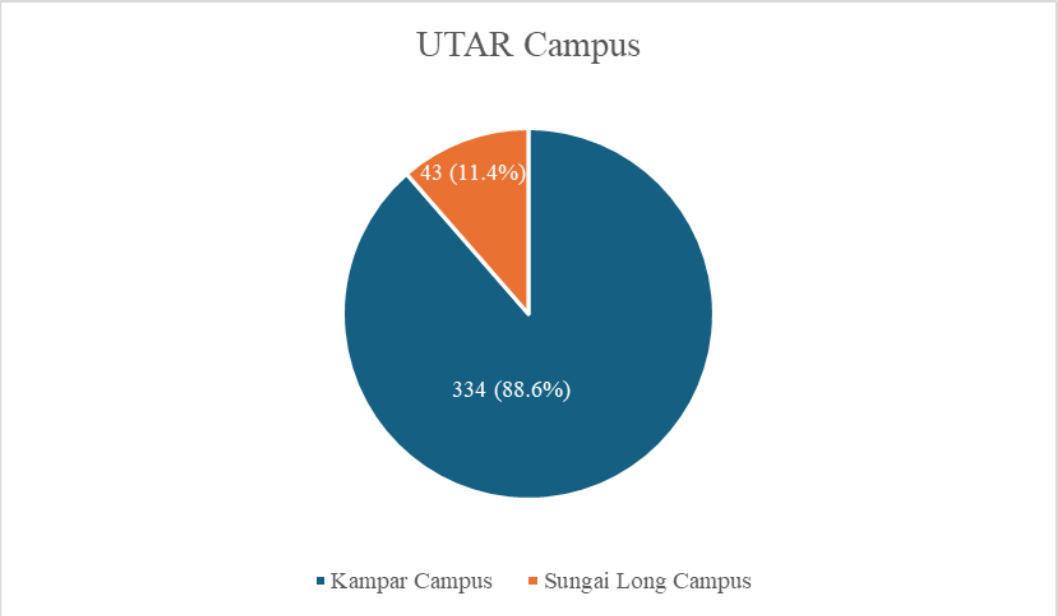
Respondent's UTAR Campus

UTAR Campus	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Kampar Campus	334	88.6	334	88.6
Sungai Long Campus	43	11.4	377	100.0

Source: Developed for the research

Figure 5

Statistics for Respondent's UTAR Campus



Source: Developed for the research

There are 88.6% (334) respondents from UTAR Kampar Campus and 11.4% (43) respondents from UTAR Sungai Long Campus as shown in Table 8 and Figure 5.

4.1.1.4 Faculty

Table 9

Respondent's Faculty

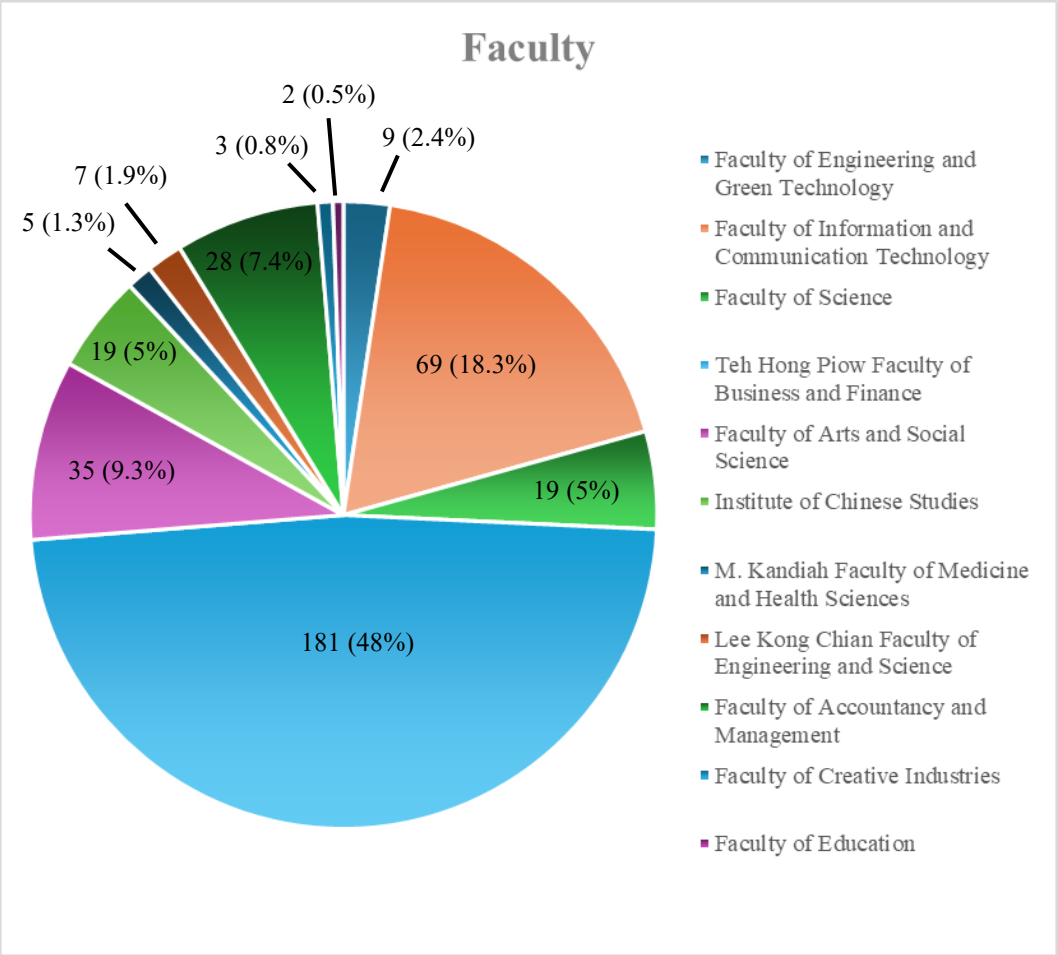
Faculty	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Kampar Campus				
Faculty of Engineering and Green Technology	9	2.4	9	2.4
Faculty of Information and Communication Technology	69	18.3	78	20.7
Faculty of Science	19	5.0	97	25.7
Teh Hong Piow Faculty of Business and Finance	181	48.0	278	73.7
Faculty of Arts and Social Science	35	9.3	313	83.0
Institute of Chinese Studies	19	5.0	332	88.1
Faculty of Education	2	0.5	334	88.6
Sungai Long Campus				
M. Kandiah Faculty of Medicine and Health Sciences	5	1.3	339	89.9
Lee Kong Chian Faculty of	7	1.9	346	91.8

Engineering and Science				
Faculty of Accountancy and Management	28	7.4	374	99.2
Faculty of Creative Industries	3	0.8	377	100.0

Source: Developed for the research

Figure 6

Statistics for Respondent's Faculty



Source: Developed for the research

Based on Table 9 and Figure 6, for Kampar Campus, a total of 2.4% (9) respondents from Faculty of Engineering and Green Technology, 18.3% (69)

respondents from Faculty of Information and Communication Technology, 5% (19) respondents from Faculty of Science, 48% (181) respondents from Teh Hong Piow Faculty of Business and Finance, 9.3% (35) respondents from Faculty of Arts and Social Science, 5% (19) respondents from Institute of Chinese Studies, and 0.5% (2) respondents from Faculty of Education. For Sungai Long Campus, 1.3% (5) respondents from M. Kandiah Faculty of Medicine and Health Sciences, 1.9% (7) respondents from Lee Kong Chian Faculty of Engineering and Science, 7.4% (28) respondents from Faculty of Accountancy and Management, and 0.8% (3) respondents from Faculty of Creative Industries.

4.1.1.5 Current CGPA

Table 10

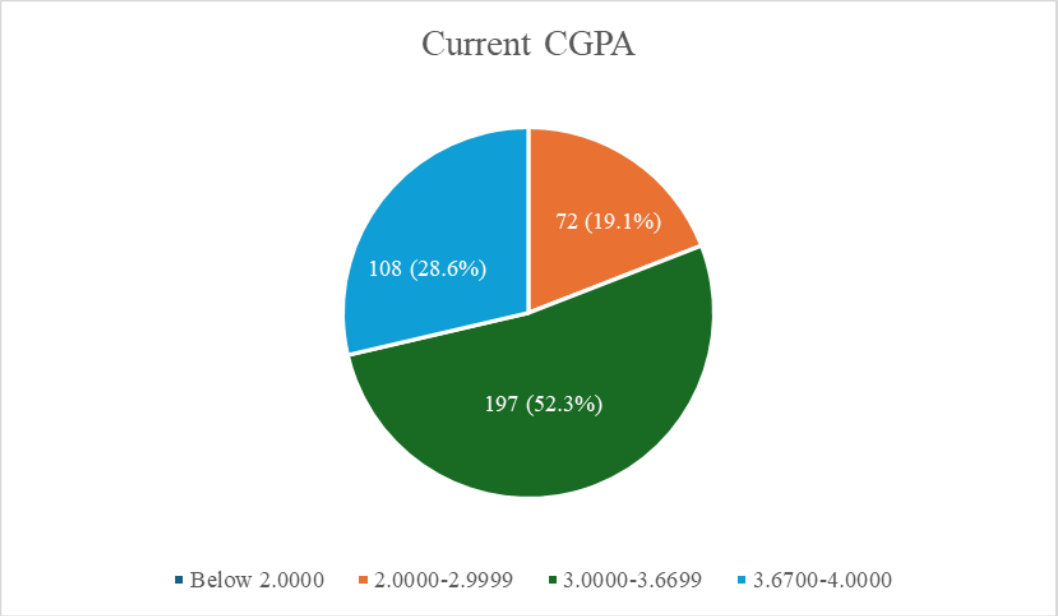
Respondent's Current CGPA

Current CGPA	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Below 2.0000	0	0.0	0	0.0
2.0000 - 2.9999	72	19.1	72	19.1
3.0000 - 3.6699	197	52.3	269	71.4
3.6700 - 4.0000	108	28.6	377	100.0

Source: Developed for the research

Figure 7

Statistics for Respondent's Current CGPA



Source: Developed for the research

From a 377 set of questionnaires collected, the respondents with current CGPA score 3.6700-4.000 consist of 28.6% (108) respondents. Besides, responses with current CGPA from 3.0000-3.6699 score consist of 52.3% (197) respondents, while responses with current CGPA from 2.0000-2.9999 is consist of 19.1% (72) respondents. None of the respondents scored a current CGPA below 2.0000.

4.1.2 Central Tendencies Measurement of Constructs

4.1.2.1 Academic Performance

Table 11

Central Tendency Measurement for Academic Performance

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
AP 1	I meet the academic performance requirements expected out of a student.	4.51	0.570	2	3
AP 2	I adequately complete assigned duties.	4.50	0.516	3	5
AP 3	I fulfill responsibilities specified (e.g., study, homework, readings, papers) in the course outline.	4.47	0.597	5	2
AP 4	I perform tasks that are expected of me.	4.57	0.543	1	4
AP 5	My performance is beyond demands.	4.49	0.628	4	1

Source: Developed for the research

Table 11 illustrates that AP4 has the highest mean value of 4.57, which indicates that most respondents agreed with it. Followed by AP1 (4.51), AP2 (4.5), AP5 (4.49), and AP3 (4.47). AP5 obtained the highest standard deviation value of 0.628, followed by AP3 (0.597), AP1 (0.57), AP4 (0.543), and AP2 (0.516).

4.1.2.2 Openness to Experience

Table 12

Central Tendency Measurement for Openness to Experience

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
OE 1	I see myself as someone who is original, comes up with new ideas.	4.52	0.644	2	1
OE 2	I see myself as someone who is curious about many different things.	4.45	0.604	3	2
OE 3	I see myself as someone who is ingenious, a deep thinker.	4.55	0.591	1	4
OE 4	I see myself as someone who has an active imagination.	4.43	0.593	4	3

Source: Developed for the research

Table 12 illustrates that OE3 has the highest mean value of 4.55, which indicates that most respondents agreed with it. Followed by OE1 (4.52), OE2 (4.45), and OE4 (4.43). OE1 obtained the highest standard deviation value of 0.644, followed by OE2 (0.604), OE4 (0.593), and OE3 (0.519).

4.1.2.3 Conscientiousness

Table 13

Central Tendency Measurement for Conscientiousness

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
CO 1	I am conscientious about the things I do.	4.59	0.591	1	3
CO 2	I finish my work on time.	4.51	0.602	4	2
CO 3	I am deliberate in my decisions.	4.58	0.631	2	1
CO 4	I obey the rules the best I can.	4.57	0.562	3	4

Source: Developed for the research

Table 13 illustrates that CO1 has the highest mean value of 4.59, which indicates that most respondents agreed with it. Followed by CO3 (4.58), CO4 (4.57), and CO2 (4.51). CO3 obtained the highest standard deviation value of 0.631, followed by CO2 (0.602), CO1 (0.591), and CO4 (0.562).

4.1.2.4 Extraversion

Table 14

Central Tendency Measurement for Extraversion

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
EX 1	I usually take control of things in any situation.	4.37	0.598	4	2
EX 2	It is easy for me to get to know other people.	4.56	0.581	1	3
EX 3	I often take the initiative in decision-making.	4.41	0.599	3	1
EX 4	I can convince others to do things.	4.54	0.564	2	4

Source: Developed for the research

Table 14 illustrates that EX2 has the highest mean value of 4.56, which indicates that most respondents agreed with it. Followed by EX4 (4.54), EX3 (4.41), and EX1 (4.37). EX3 obtained the highest standard deviation value of 0.599, followed by EX1 (0.598), EX2 (0.581), and EX4 (0.564).

4.1.2.5 Agreeableness

Table 15

Central Tendency Measurement for Agreeableness

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
AG 1	I trust other people.	4.59	0.590	2	2
AG 2	I trust what people say.	4.48	0.588	4	3
AG 3	I like to help others.	4.61	0.530	1	4
AG 4	I believe people usually have good intentions.	4.48	0.610	3	1

Source: Developed for the research

Table 15 illustrates that AG3 has the highest mean value of 4.61, which indicates that most respondents agreed with it. The second highest mean value is followed by AG1, which is 4.59. AG4 and AG2 have the same mean value, which is 4.48. AG4 obtained the highest standard deviation value of 0.61, followed by AG1 (0.590), AG2 (0.588), and AG3 (0.530).

4.1.2.6 Emotional Stability

Table 16

Central Tendency Measurement for Emotional Stability

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
ES 1	I feel that I can handle any situation.	4.51	0.579	2	3
ES 2	I am able to take criticism with positive emotions.	4.41	0.613	3	2
ES 3	I am emotionally steady and seldom affected by negativity.	4.55	0.634	1	1
ES 4	I feel calm before important meetings.	4.35	0.555	4	4

Source: Developed for the research

Table 16 illustrates that ES3 has the highest mean value of 4.55, which indicates that most respondents agreed with it. Followed by ES1 (4.51), ES2 (4.41), and ES4 (4.35). ES4 obtained the highest standard deviation value of 0.634, followed by ES2 (0.613), ES1 (0.579), and ES4 (0.555).

4.1.2.7 Self-Efficacy

Table 17

Central Tendency Measurement for Self-Efficacy

Question	Statement	Mean	Standard Deviation	Mean Ranking	Standard Deviation Ranking
SE 1	I will be able to achieve most of the goals that I have set for myself.	4.62	0.532	2	3
SE 2	When facing difficult tasks, I am certain that I will accomplish them.	4.46	0.578	3	1
SE 3	In general, I think that I can obtain outcomes that are important to me.	4.67	0.508	1	4
SE 4	I am confident that I can perform effectively on many different tasks.	4.45	0.535	4	2

Source: Developed for the research

Table 17 illustrates that SE3 has the highest mean value of 4.67, which indicates that most respondents agreed with it. Followed by SE4 (4.62), SE2 (4.46), and SE4 (4.45). SE2 obtained the highest standard deviation value of 0.578, followed by SE4 (0.535), SE1 (0.532), and SE3 (0.508).

4.2 Scale Measurement

4.2.1 Reliability Test

Table 18

Cronbach's Alpha Reliability Test

Variable	Cronbach's Alpha Value	Number of Items	Reliability Level
Dependent Variable:			
Academic Performance	0.745	5	Good
Independent Variable:			
Openness to Experience	0.775	4	Good
Conscientiousness	0.730	4	Good
Extraversion	0.771	4	Good
Agreeableness	0.783	4	Good
Emotional Stability	0.805	4	Very Good
Self-Efficacy	0.812	4	Very Good

Source: Developed for the research

The reliability of the 377 sets of questionnaires has been determined via reliability test generated by using SPSS software. Based on Table 18, two out of seven variables have obtained a Cronbach's Alpha value of more than 0.8. It means these two variables (ES and SE) have very good reliability. The dependent variable (AP) and independent variables (OE, CO, EX, AG) have good reliability.

4.3 Inferential Analysis

4.3.1 Pearson Correlation Analysis

4.3.1.1 Openness to Experience with Academic Performance (Hypothesis 1)

H_0: There is no significant relationship between openness to experience and academic performance among students at a private university in Malaysia.

H_1: There is a significant relationship between openness to experience and academic performance among students at a private university in Malaysia.

Table 19

Correlation between Openness to Experience and Academic Performance

		Academic Performance
Openness to Experience	Pearson Correlation	0.745
	Sig. (2-tailed)	<0.001
	N	377

Source: Generated from SPSS software (Version 29)

From the result of Table 19, the correlation coefficient of OE has a positive value of 0.745 for AP. This shows that there is a positive relationship between OE and AP. Therefore, the relationship between OE and AP is high and significant, as the p-value (<0.001) is less than the alpha value (0.05).

4.3.1.2 Conscientiousness with Academic Performance (Hypothesis 2)

H_0: There is no significant relationship between conscientiousness and academic performance among students at a private university in Malaysia.

H_1: There is a significant relationship between conscientiousness and academic performance among students at a private university in Malaysia.

Table 20

Correlation between Conscientiousness and Academic Performance

		Academic Performance
Conscientiousness	Pearson Correlation	0.807
	Sig. (2-tailed)	<0.001
	N	377

Source: Generated from SPSS software (Version 29)

From Table 20, the correlation coefficient of CO has a positive value of 0.807 with academic performance. This demonstrates that there is a positive relationship between CO and AP. Therefore, the relationship between CO and AP is high and significant, while the p-value (<0.001) is less than the alpha value (0.05).

4.3.1.3 Extraversion with Academic Performance (Hypothesis 3)

H_0: There is no significant relationship between extraversion and academic performance among students at a private university in Malaysia.

H_1: There is a significant relationship between extraversion and academic performance among students at a private university in Malaysia.

Table 21

Correlation between Extraversion and Academic Performance

		Academic Performance
Extraversion	Pearson Correlation	0.728
	Sig. (2-tailed)	<0.001
	N	377

Source: Generated from SPSS software (Version 29)

Based on the results from Table 21, the correlation coefficient of EX has a positive value of 0.728 with AP. This represents a positive relationship between EX and AP. Therefore, the relationship between EX and AP is high and significant, while the p-value (<0.001) is less than the alpha value (0.05).

4.3.1.4 Agreeableness with Academic Performance (Hypothesis 4)

H_0: There is no significant relationship between agreeableness and academic performance among students at a private university in Malaysia.

H_1: There is a significant relationship between agreeableness and academic performance among students at a private university in Malaysia.

Table 22

Correlation between Agreeableness and Academic Performance

		Academic Performance
Agreeableness	Pearson Correlation	0.743
	Sig. (2-tailed)	<0.001
	N	377

Source: Generated from SPSS software (Version 29)

From Table 22, the correlation coefficient of AG has a positive value of 0.743 with AP, which represents a positive relationship between AG and AP.

Thus, the relationship between AG and AP is high and significant, while the p-value (<0.001) is less than the alpha value (0.05).

4.3.1.5 Emotional Stability with Academic Performance (Hypothesis 5)

H_0: There is no significant relationship between emotional stability and academic performance among students at a private university in Malaysia.

H_1: There is a significant relationship between emotional stability and academic performance among students at a private university in Malaysia.

Table 23

Correlation between Emotional Stability and Academic Performance

		Academic Performance
Emotional Stability	Pearson Correlation	0.719
	Sig. (2-tailed)	<0.001
	N	377

Source: Generated from SPSS software (Version 29)

Based on the results of Table 23, the correlation coefficient of ES has a positive value of 0.719 with AP, which shows a positive relationship between ES and AP. Thus, the relationship between ES and AP is high and significant, while the p-value (<0.001) is less than the alpha value (0.05).

4.3.1.6 Self-Efficacy with Academic Performance (Hypothesis 6)

H_0: There is no significant relationship between self-efficacy and academic performance among students at a private university in Malaysia.

H_1: There is a significant relationship between self-efficacy and academic performance among students at a private university in Malaysia.

Table 24

Correlation between Self-Efficacy and Academic Performance

		Academic Performance
Self-Efficacy	Pearson Correlation	0.764
	Sig. (2-tailed)	<0.001
	N	377

Source: Generated from SPSS software (Version 29)

From Table 24, the correlation coefficient of SE has a positive value of 0.764 with AP. This represents that there is a positive relationship between SE and AP. Thus, the relationship between SE and AP is high and significant, as the p-value (<0.001) is less than the alpha value (0.05).

4.3.2 Multiple Linear Regression Analysis

H_0: The six independent variables (openness to experience, conscientiousness, extraversion, agreeableness, emotional stability, and self-efficacy) do not significantly explain the variance of academic performance among students at a private university in Malaysia.

H_1: The six independent variables (openness to experience, conscientiousness, extraversion, agreeableness, emotional stability, and self-efficacy) significantly explain the variance of academic performance among students at a private university in Malaysia.

Table 25

R-Square Value's Model Summary

Model Summary				
Model	**R**	**R-Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	0.865	0.749	0.745	0.20333

Source: Generated from SPSS software (Version 29)

Table 25 indicates that the R-value, also known as the value of the correlation coefficient in this research study, is 0.865, showing a strong and positive correlation with the dependent variable and the six independent variables. Additionally, the study has a significant correlation coefficient, as indicated by the R-square value of 0.749, and the six independent variables can explain 74.9% of the variation in the dependent variable. Although the study's remaining R-square value of 0.251 indicates that there is still 25.1% unjustified variance, this suggests that other factors that are crucial for improving academic performance among students at a private university in Malaysia have not been taken into account.

Table 26

Analysis of Variance

ANOVA						
	Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Significant**
1	Regression	45.579	6	7.597	183.744	<0.001
	Residual	15.297	370	0.041		
	Total	60.876	376			

Source: Generated from SPSS software (Version 29)

From the result in Table 26, the p-value also known as a significant level of less than 0.001 generated from the ANOVA test has shown that six

independent variables are important in explaining the variance of academic performance among students at a private university in Malaysia. The F-Statistic is considered significant when the p-value is less than 0.001, which is lower than the alpha value of 0.05. Thus, the null hypothesis will be rejected in this study and the alternative hypothesis will be accepted.

Table 27

The Estimate of Parameter

Coefficients						
		Unstandardized Coefficient		Standardized Coefficient		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	0.527	0.122		4.335	<0.001
	Openness to Experience	0.083	0.042	0.097	1.988	0.048
	Conscientiousness	0.333	0.045	0.367	7.383	<0.001
	Extraversion	0.131	0.046	0.147	2.855	0.005
	Agreeableness	0.081	0.043	0.091	1.869	0.062
	Emotional Stability	0.054	0.044	0.063	1.214	0.226
	Self-Efficacy	0.196	0.043	0.210	4.554	<0.001

Source: Generated from SPSS software (Version 29)

Regression Equation

$Y = a + b1X1 + b2X2 + b3X3 + b4X4 + b5X5 + b6X6$

Y = Academic Performance

X1 = Openness to Experience

X2 = Conscientiousness

X3 = Extraversion

X4 = Agreeableness

X5 = Emotional Stability

X6 = Self-Efficacy

a = the intercept

b = the slope (coefficient of X_n)

Multiple Regression Equation:

Academic Performance = 0.527 + 0.083 (OE) + 0.333 (CO) + 0.131 (EX) + 0.081 (AG) + 0.054 (ES) + 0.196 (SE)

Highest Contribution

CO has the highest beta value (0.367) in this study when compared to other independent variables. This indicates that CO is the factor that most influences the variation in academic performance among students at a Malaysian private university. CO has made the most unique contribution in describing the variation of academic performance among students at a private university in Malaysia after managing for every other predictor variable in the model.

Second Highest Contribution

SE has the second-highest beta value (0.210) in this study, and this shows that SE contributes the second most significantly to the variation of academic performance among students at a private university in Malaysia. SE has provided the second most unique contribution in explaining the variation of academic performance among students at a private university in Malaysia after regulating for all other predictor variables in the model.

Third Highest Contribution

EX contributes the third-highest beta value (0.147) in this study compared to other independent variables, and this represents that EX contributes the third-highest contribution to the variation of academic performance among students at a private university in Malaysia. EX has the third strongest unique contribution in explaining the variation of academic performance among students at a private university in Malaysia after controlling for all other predictor variables in the model.

Fourth Highest Contribution

The beta value of OE is 0.097, the fourth-highest in this study. This indicates that OE provides the fourth-highest contribution to the variation of academic performance among students at a private university in Malaysia. OE has the fourth most unique contribution in describing the variation of academic performance among students at a private university in Malaysia after controlling for all other predictor variables in the model.

Fifth Highest Contribution

The beta value of AG is 0.091, which is the fifth-highest in this study. This indicates that AG contributes the fifth-highest contribution to the variation of academic performance among students at a private university in Malaysia. AG has the fifth strongest unique contribution in describing the variation of academic performance among students at a private university in Malaysia after controlling for all other predictor variables in the model.

Lowest Contribution

The beta value of ES is 0.063, which is the lowest in this study, and this shows that ES contributes the lowest to the variation of academic performance among students at a private university in Malaysia. ES has the weakest unique contribution in describing the variation of academic performance among students at a private university in Malaysia.

4.4 Conclusion

In conclusion, the questionnaire has been obtained, analysed, and explained in this chapter. The descriptive analysis and scale measurement were conducted. Pearson Correlation Coefficient and Multiple Linear Regression Analysis were established with the SPSS software.

CHAPTER 5: DISCUSSION, CONCLUSION, AND IMPLICATIONS

5.0 Introduction

An overview of the statistical analysis, a discussion of the major findings, the study's limitations and implications, and recommendations for future studies are covered in this chapter.

5.1 Summary of Statistical Analysis

The results for descriptive analysis, reliability test, Pearson Correlation Coefficient, and Multiple Linear Regression are summarized and discussed in this part.

5.1.1 Summary of Descriptive Analysis

Table 28

Summary of Descriptive Analysis

Variables	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Gender				
Male	170	45.1	170	45.1
Female	207	54.9	377	100.0
Age				
18 - 21	90	23.9	90	23.9
22 - 25	274	72.7	364	96.6
26 - 29	13	3.4	377	100.0
30 and above	0	0	377	100.0

UTAR Campus				
Kampar Campus	334	88.6	334	88.6
Sungai Long Campus	43	11.4	377	100.0
Faculty				
Kampar Campus				
Faculty of Engineering and Green Technology	9	2.4	9	2.4
Faculty of Information and Communication Technology	69	18.3	78	20.7
Faculty of Science	19	5.0	97	25.7
Teh Hong Piow Faculty of Business and Finance	181	48.0	278	73.7
Faculty of Arts and Social Science	35	9.3	313	83.0
Institute of Chinese Studies	19	5.0	332	88.1
Faculty of Education	2	0.5	334	88.6
Sungai Long Campus				
M. Kandiah Faculty of Medicine and Health Sciences	5	1.3	339	89.9
Lee Kong Chian Faculty of Engineering and Science	7	1.9	346	91.8

Faculty of Accountancy and Management	28	7.4	374	99.2
Faculty of Creative Industries	3	0.8	377	100.0
Current CGPA				
Below 2.0000	0	0.0	0	0.0
2.0000 - 2.9999	72	19.1	72	19.1
3.0000 - 3.6699	197	52.3	269	71.4
3.6700 - 4.0000	108	28.6	377	100.0

Source: Developed for the research

Table 28 showed a total of 377 respondents in this study. The number of female respondents is higher than the male respondents, which is 54.9%. Most of the respondents are between the ages of 22 to 25, which is 72.7%. About 88.6% of the respondents come from the UTAR Kampar campus, and there is 48% of the respondents come from Teh Hong Piow Faculty of Business and Finance. 52.3% of the total respondents have achieved the current CGPA of 3.0000-3.6699.

5.1.2 Summary of Inferential Analysis

5.1.2.1 Reliability Test

Table 18 showed that the results for ES and SE are higher than 0.8 and have a very good reliability level, which is 0.805 and 0.812 respectively. The results for the dependent variable (AP) and the independent variables (OE, CO, EX, and AG) are higher than 0.7, which indicates a good reliability level. The results are 0.745, 0.775, 0.730, 0.771, and 0.783 respectively.

5.1.2.2 Pearson Correlation Coefficient Analysis

Tables 19, 20, 21, 22, 23, and 24 showed that OE, CO, EX, AG, ES, and SE (independent variables) have a significant relationship with academic performance (dependent variable) as the p-value is less than the alpha value of 0.05. Besides, CO has gained the highest Pearson Correlation value in this study, which is 0.807, followed by SE, OE, AG, EX, and ES with Pearson Correlation values of 0.764, 0.745, 0.743, 0.728, and 0.719 respectively. The positive results showed a positive relationship between all independent variables and the dependent variable. Since all of the variables' correlation coefficient values fall between the range of ±0.71 to ±0.90, therefore, the relationship between the independent variables (OE, CO, EX, AG, ES, and SE) and the dependent variable (AP) is strong.

5.1.2.3 Multiple Linear Regression Analysis

Table 25 showed that the R-square value of 0.749 indicates that the OE, CO, EX, AG, ES, and SE (independent variables) are able to explain 74.9% of the variation of the academic performance (dependent variable), while the remaining 25.1% of variation is unexplained in this study. Besides, the R value of 0.865 indicates that there are positive and strong correlations between the dependent variable and the independent variables. Furthermore, in Table 26, the significant value of less than 0.001 shows that the F-statistic is significant, which is less than the alpha value of 0.05. Moreover, Table 27 showed that CO has the highest contribution in explaining the variation of academic performance, followed by SE, EX, OE, AG, and ES.

5.2 Discussion of Major Findings

Table 29 showed the outcome of the hypothesis. All six independent variables have a positive and significant relationship with the dependent variable, as the R-value showed positive, and the p-value was less than the alpha value of 0.05. Therefore,

the alternative hypothesis will be accepted, while the null hypothesis will be rejected.

Table 29

Summary of Pearson's Correlation Coefficient and Multiple Linear Regression for the Independent Variables and Academic Performance

	Hypothesis	**Results**	**Outcomes**
H1	There is a significant relationship between openness to experience and academic performance among students at a private university in Malaysia.	R-value = 0.745 p-value = <0.001 (p-value = 0.048)	Supported
H2	There is a significant relationship between conscientiousness and academic performance among students at a private university in Malaysia.	R-value = 0.807 p-value = <0.001 (p-value = <0.001)	Supported
H3	There is a significant relationship between extraversion and academic performance among students at a private university in Malaysia.	R-value = 0.728 p-value = <0.001 (p-value = 0.005)	Supported
H4	There is a significant relationship between agreeableness and academic performance among students at a private university in Malaysia.	R-value = 0.743 p-value = <0.001 (p-value = 0.062)	Supported
H5	There is a significant relationship between emotional stability and academic performance among students at a private university in Malaysia.	R-value = 0.719 p-value = <0.001 (p-value = 0.226)	Supported
H6	There is a significant relationship between self-efficacy and academic performance among students at a private university in Malaysia.	R-value = 0.764 p-value = <0.001 (p-value = <0.001)	Supported
H7	There is a significant relationship between independent variables (openness	R-value = 0.865 p-value = <0.001	Supported

to experience, conscientiousness, extraversion, agreeableness, emotional stability, and self-efficacy) and dependent variable (academic performance).	(p-value = <0.001)

Source: Developed for the research

5.2.1 Hypothesis 1: Openness to Experience with Academic Performance

The findings showed that OE has a significant relationship with academic performance, which is consistent with the past research conducted by Britwum et al. (2022), Gatzka (2021), Schoeman and Kotzee (2022), Hu (2022), Bibi et al. (2025), and Verbree et al. (2021). This concludes that students who have curiosity about the world or who like to explore new things will achieve good performance in their academics. Students with high interest and imagination will also gain advantages in their academics. From the mean value obtained, the question of OE3 has the greatest mean value in this study, indicating that the majority of the respondents see themselves as a person who is a deep thinker and ingenious. Since OE and academic performance among students at a private university in Malaysia are significantly correlated, the research objective has been fulfilled and the research question has been addressed.

5.2.2 Hypothesis 2: Conscientiousness with Academic Performance

The findings showed that CO has a significant relationship with academic performance, which is consistent with the past research conducted by Schoeman and Kotzee (2022), Minnigh et al. (2024), Verbree et al. (2021), Dong et al. (2022), Hu (2022), and Meyer et al. (2024). CO is the most important trait among the Big Five because students who would like to

achieve in their academic performance first need to have self-discipline in completing tasks without regular supervision. Based on the mean value obtained, the question of CO1 has the greatest mean value in this study, indicating that the majority of the respondents are conscientious about the things they do. Therefore, the research objective has been fulfilled, and the research question has been answered, as there is a significant relationship between CO and academic performance among students at a private university in Malaysia.

5.2.3 Hypothesis 3: Extraversion with Academic Performance

The findings showed that EX has a significant relationship with academic performance, which is consistent with the previous research conducted by Medjadi (2024), Dong et al. (2022), and Smith et al. (2021). Extroverts are more likely to have social skills and stay active in class, which is beneficial for the academic activities that require more interaction. However, our findings are not consistent with some of the previous research conducted by Chen et al. (2025), Cuartero and Tur (2021), and Kumari (2023). They concluded that extroverts have difficulties spending more time on learning, and they prefer spending their time on social life. Based on the mean value obtained, the question of EX2 has the greatest mean value in this study, indicating that the majority of the respondents find it easy to get to know others. Therefore, the research objective has been fulfilled, and the research question has been solved, as there is a significant relationship between EX and academic performance among students at a private university in Malaysia.

5.2.4 Hypothesis 4: Agreeableness with Academic Performance

The results showed that AG and academic performance are significantly correlated, which is consistent with the previous research conducted by

Schoeman and Kotzee (2022), Chen et al. (2025), Dong et al. (2022), Khan et al. (2024), Zuki et al. (2023), and Muntean et al. (2022). This concludes that students who show cooperation and support in a team will lead to academic success, especially for the academic tasks that require teamwork. They can also communicate effectively to avoid any misunderstanding that leads to conflict. Based on the mean value obtained, the question of AG3 has the greatest mean value in this study, indicating that the majority of the respondents like to help others. Since AG and academic performance among students at a private university in Malaysia are significantly related, the research objective has been met, and the research question has been addressed.

5.2.5 Hypothesis 5: Emotional Stability with Academic Performance

The results showed that ES and academic performance are significantly related, which is consistent with the previous research conducted by Kayode and Uthman (2023), Muntean et al. (2022), Shah et al. (2021), Smith et al. (2021), Wahyuni et al. (2024), and Kumari (2023). Students with stable emotions will stay calm and focused, although it is a stressful situation. They can manage their emotions well to avoid negative thoughts that will influence their performance. Based on the mean value obtained, the question of ES3 has the greatest mean value in this study, indicating that the majority of the respondents are emotionally steady and less affected by negativity. Therefore, the research objective has been met, and the research question has been solved, as there is a significant relationship between ES and academic performance among students at a private university in Malaysia.

5.2.6 Hypothesis 6: Self-Efficacy with Academic Performance

The findings showed that SE has a significant relationship with academic performance, which is consistent with the past research conducted by

Ibrahim and Aldawsari (2023), Meng and Zhang (2023), Khan (2023), Honicke et al. (2023), Nabunya et al. (2022), and Supervía et al. (2022). Besides the Big Five, self-efficacy is also an important factor to achieve in academic achievement. Students need to have self-belief in their ability to perform, so that they will feel confident in their academics. Based on the mean value obtained, the question of SE3 has the highest mean value in this study, indicating that most of the respondents think that they can obtain the outcomes that are important to them. Therefore, the research objective has been achieved, and the research question has been answered, as there is a significant relationship between SE and academic performance among students at a private university in Malaysia.

5.3 Implications of the Study

5.3.1 Theoretical Implications

Five-factor models of personality traits and Bandura's self-efficacy theory are applied to explain the relationship between independent variables (OE, CO, EX, AG, ES, and SE) and the dependent variable (academic performance). The inferential analysis explained 74.9% of the variance in academic performance. This explained that student's differences in academic performance are statistically predicted by personality traits factors. Furthermore, the developed new conceptual framework has generated better justification for the variation in academic performance among undergraduate students. The significance of the appropriate model can be explained by using Five-factor models of personality traits and self-efficacy theory. The appropriate conceptual framework which consists of significant dependent and independent variables enabled the underlying theory to achieve the objective.

5.3.2 Managerial Implications

Based on the findings from inferential analysis, OE, CO, EX, AG, ES, and SE significantly affect the academic performance among undergraduate students. The university management should come up with new strategies to improve academic performance among undergraduate students.

CO is the highest contribution to the dependent variable compared to other independent variables. The management should implement a structured academic advisory system. With effective advising, it can significantly provide students with clear guidance and monitor students to achieve good academic performance. Besides, management can develop soft skills programme through the soft skills department to support the students in developing essential competencies such as self-discipline, responsibility, and develop more adaptable students in the contingency environment. Additionally, management can encourage students to participate at least one club and society since extracurricular activities are able to build responsible and disciplined students.

Furthermore, management should prioritize SE among students. This is because SE is the second-highest contribution to the variation of dependent variables among the four independent variables. Management should implement soft skills programme to enhance students' self-efficacy. It is due to soft skills programme can train students to be more confident when dealing with challenges and be able to achieve better academic results.

EX is the third-highest contribution to academic performance. Management should focus on encouraging voluntary sharing. Encouraging voluntary sharing creates an open environment in which students feel comfortable expressing their learning style and personality. It not only assists students in

developing self-awareness but also allows advisors and educators to provide personalized support for students.

Besides, OE is the fourth highest contribution to academic performance. Management should encourage educators to apply teaching methods that promote critical thinking modules. For instance, open discussion or problem-based questions to engage with curious and imaginative students. In addition, management should create idea competitions for students to apply their theoretical knowledge during the competition. Thus, high openness to experience students are given an opportunity to develop high-order thinking skills.

Moreover, AG is the fifth highest in academic performance. University management should implement a policy that aligns with the core values of supportive, trust, respect, and cooperation. These values can minimize conflict since a cooperative environment helps maintain students' mental health. Meanwhile, it allows students to manage academic challenges more effectively. Additionally, management is encouraged to promote collaborative learning through group projects to build teamwork among students.

ES is the lowest contribution to academic performance. Management should organize mental health support seminars that improve students' academic performance. These seminars should be led by mental health professionals and focus on recognizing signs of emotional distress, academic burnout, anxiety, and depression among students. Lecturers who attended the seminar will be able to understand students' psychological problems and better provide support and guidance for students' mental well-being. Mental health support seminars are useful in assisting students, especially in managing anxiety during exams or high-stress moments. It fosters emotional safety so that students are able to perform well in academics.

5.4 Limitations of the Study

This research study has some limitations. First, one of the study's limitations is that it only employed questionnaires to gather data, which could affect the accuracy of the answers. Some participants may misunderstand the questions or provide responses they believe to be more suitable than their actual feelings or actions. This may result in inaccurate answers and lower the reliability of the findings.

In addition, participants may become tired or lose interest in answering the long questionnaires. This may cause them to answer randomly, to complete the survey quickly, or to give structured or unfocused responses, like choosing the same response again and again without careful consideration. This response exhaustion may result in less accurate and reliable data.

Lastly, a cross-sectional research design is applied in this study. It shows that this study might not be helpful for future adoption as a reference because the research findings cannot be obtained in the long run using this approach. Thus, it can identify the elements that affect students' academic performance at a specific moment in time, not the long-term factors.

5.5 Recommendations for Future Research

Some recommendations have been suggested for further research. Future researchers may expand the target population by exploring other universities with different systems in Malaysia, rather than focusing mainly on a single university. This will increase the number of respondents and expand the scope of the research. As a result, the outcomes will be more accurate and more applicable.

Furthermore, there are additional important factors and possible independent variables that researchers might examine in the future. Researchers can add independent variables to the framework or develop a new framework to examine how personality traits and self-efficacy affect students' academic performance. By

extending the research in this approach, it may result in more comprehensive findings.

Lastly, it is recommended that future researchers apply a mixed-methods design, which combines focus groups or interviews with surveys. This method examines students' individual experiences and the factors influencing their academic performance, in addition to using data to identify trends. Both approaches provide a more comprehensive and clear understanding of how personality and self-efficacy affect academic performance, which can help improve university support services more effectively.

5.6 Conclusion

This research study has proven that independent variables, which are OE, CO, EX, AG, ES, and SE, significantly affect the students' academic performance. Thus, the students and educators should focus on all of these independent variables to achieve better academic performance.

In the research, CO has the most contribution to students' academic performance compared with the remaining independent variables. This showed that the students should be more responsible, organized, and well-manage their impulses and behaviors in academics. Moreover, SE was also crucial for obtaining better academic performance. Students with high SE have a strong sense of self-belief and confidence in their ability to complete tasks.

Additionally, the researchers presented some ideas for future studies that can be improved. The main objective of the study, which was to determine how personality traits and self-efficacy affected students' academic performance at a private university, has been accomplished.

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Appendix

Appendix 1: Questionnaire

UNIVERSITI TUNKU ABDUL RAHMAN

THE HONG PIOW FACULTY OF BUSINESS AND FINANCE (THP FBF)

BACHELOR OF BUSINESS ADMINISTRATION (HONOURS)

The Effect Of Personality Traits And Self-Efficacy On Academic Performance Among Students At A Private University In Malaysia

Dear Respondents,

We are students of Business Administration from Universiti Tunku Abdul Rahman (UTAR). The purpose of this research is to study the personality traits and self-efficacy on academic performance among students at a private university in Malaysia.

There are EIGHT (8) sections in this questionnaire. Section A is on demographics. Section B, C, D, E, F, G and H cover all of the variables in this study. Please read the instructions carefully before answering the questions. Please answer ALL questions in ALL sections. Completion of this questionnaire will take you approximately 10 to 15 minutes.

Your response will be kept strictly **PRIVATE AND CONFIDENTIAL** and be used only for **ACADEMIC PURPOSE**.

For any inquiries, please do not hesitate to contact us at eileenkuah@1utar.my or yilinglee@1utar.my

Your assistance in completing this questionnaire is very much appreciated. Thank you for your participation.

Yours sincerely,

Eileen Kuah 21ABB05074

Lee Yi Ling 21ABB05094

Teo Ern Qi 21ABB06321

PERSONAL DATA PROTECTION NOTICE

Consent:

Your data privacy is important to us. Personal data collected will be protected in accordance to the Personal Data Protection Act 2010.

Please be informed that in accordance with the Personal Data Protection Act 2010 (PDPA) which came into force on 15 November 2013, Universiti Tunku Abdul Rahman (UTAR) is hereby bound to make notice and required consent in relation to collection, recording, storage, usage, and retention of personal information.

Acknowledgment of Notice:

( ) I have been notified by you and I hereby understood, consented, and agreed per UTAR notice.

Section A: Demographic Profile

Please tick (√) the appropriate answer.

1. Gender:

   [ ] Male [ ] Female

2. Age:

   [ ] 18 - 21

   [ ] 22 - 25

   [ ] 26 - 29

   [ ] 30 and above

3. UTAR Campus:

   [ ] Kampar Campus

   [ ] Sungai Long Campus

4. Faculty:

   [ ] Faculty of Engineering and Green Technology

   [ ] Faculty of Information and Communication Technology

   [ ] Faculty of Science

   [ ] Teh Hong Piow Faculty of Business and Finance

   [ ] Faculty of Arts and Social Science

   [ ] Institute of Chinese Studies

   [ ] M. Kandiah Faculty of Medicine and Health Sciences

   [ ] Lee Kong Chian Faculty of Engineering and Science

   [ ] Faculty of Accountancy and Management

   [ ] Faculty of Creative Industries

   [ ] Faculty of Education

5. Current CGPA:

   [ ] Below 2.0000

[ ] 2.0000 – 2.9999

[ ] 3.0000 – 3.6699

[ ] 3.6700 – 4.0000

Section B: Academic Performance

Student academic performance is defined as the knowledge students have gained, which is measured by the marks students obtain or goals to be achieved over a specific time.

Please indicate the extent to which you agree or disagree with each statement by circling one number per line on the 5-point Likert scale response framework in which {(1) = strongly disagree; (2) = disagree; (3) = neutral, (4) = agree; and (5) = strongly agree.}

1= Strongly Disagree

2= Disagree

3= Neutral

4= Agree

5= Strongly Agree

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I meet the academic performance requirements expected out of a student.	**1**	**2**	**3**	**4**	**5**
2.	I adequately complete assigned duties.	**1**	**2**	**3**	**4**	**5**
3.	I fulfill responsibilities specified (e.g., study, homework, readings, papers) in the course outline.	**1**	**2**	**3**	**4**	**5**
4.	I perform tasks that are expected of me.	**1**	**2**	**3**	**4**	**5**
5.	My performance is beyond demands.	**1**	**2**	**3**	**4**	**5**

Section C: Openness to Experience

Openness to experience is a person's curiosity about the world, active imagination, emotional responsiveness, and aesthetic sensibility.

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I see myself as someone who is original, comes up with new ideas.	**1**	**2**	**3**	**4**	**5**
2.	I see myself as someone who is curious about many different things.	**1**	**2**	**3**	**4**	**5**
3.	I see myself as someone who is ingenious, a deep thinker.	**1**	**2**	**3**	**4**	**5**
4.	I see myself as someone who has an active imagination.	**1**	**2**	**3**	**4**	**5**

Section D: Conscientiousness

Conscientiousness emphasizes self-discipline, order, deliberation, competence and task and goal orientation.

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I am conscientious about the things I do.	**1**	**2**	**3**	**4**	**5**
2.	I finish my work on time.	**1**	**2**	**3**	**4**	**5**
3.	I am deliberate in my decisions.	**1**	**2**	**3**	**4**	**5**
4.	I obey the rules the best I can.	**1**	**2**	**3**	**4**	**5**

Section E: Extraversion

Extraversion is defined as "an energetic approach towards the social and material world around us, and it contains traits like social skills, activity, assertiveness, and positive feelings."

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I usually take control of things in any situation.	**1**	**2**	**3**	**4**	**5**
2.	It is easy for me to get to know other people.	**1**	**2**	**3**	**4**	**5**
3.	I often take the initiative in decision-making.	**1**	**2**	**3**	**4**	**5**
4.	I can convince others to do things.	**1**	**2**	**3**	**4**	**5**

Section F: Agreeableness

Agreeableness is an aspect that "contrasts a beneficial and societal orientation towards others with rivalry, which includes traits like kindness, tender-mindedness, trust, and humility."

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I trust other people.	**1**	**2**	**3**	**4**	**5**
2.	I trust what people say.	**1**	**2**	**3**	**4**	**5**
3.	I like to help others.	**1**	**2**	**3**	**4**	**5**
4.	I believe people usually have good intentions.	**1**	**2**	**3**	**4**	**5**

Section G: Emotional Stability

Emotional stability is the ability to manage emotions effectively and stay calm under pressure.

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I feel that I can handle any situation.	**1**	**2**	**3**	**4**	**5**
2.	I am able to take criticism with positive emotions.	**1**	**2**	**3**	**4**	**5**
3.	I am emotionally steady and seldom affected by negativity.	**1**	**2**	**3**	**4**	**5**
4.	I feel calm before important meetings.	**1**	**2**	**3**	**4**	**5**

Section H: Self- Efficacy

Self-efficacy is an individual's belief in their capability to achieve specified levels of performance.

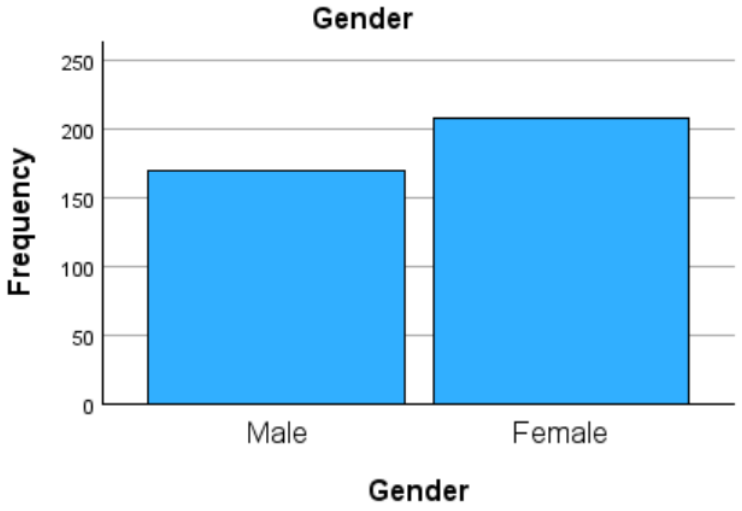
No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I will be able to achieve most of the goals that I have set for myself.	**1**	**2**	**3**	**4**	**5**
2.	When facing difficult tasks, I am certain that I will accomplish them.	**1**	**2**	**3**	**4**	**5**
3.	In general, I think that I can obtain outcomes that are important to me.	**1**	**2**	**3**	**4**	**5**
4.	I am confident that I can perform effectively on many different tasks.	**1**	**2**	**3**	**4**	**5**

Appendix 2: Descriptive Analysis

Demographic Profile: Gender

Gender

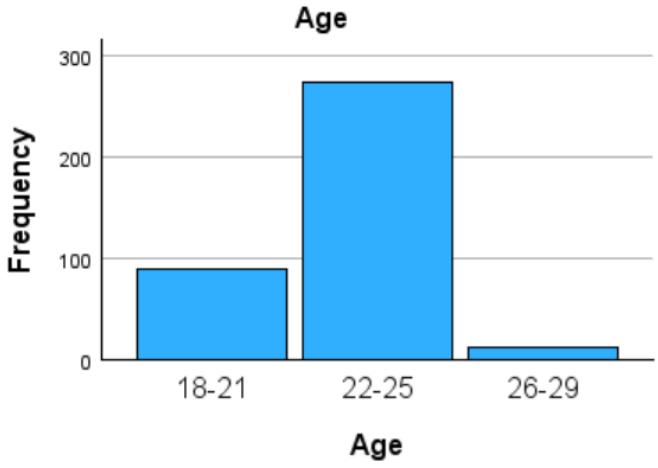
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	170	45.1	45.1	45.1
	Female	207	54.9	54.9	100.0
	Total	377	100.0	100.0	



Demographic Profile: Age

Age

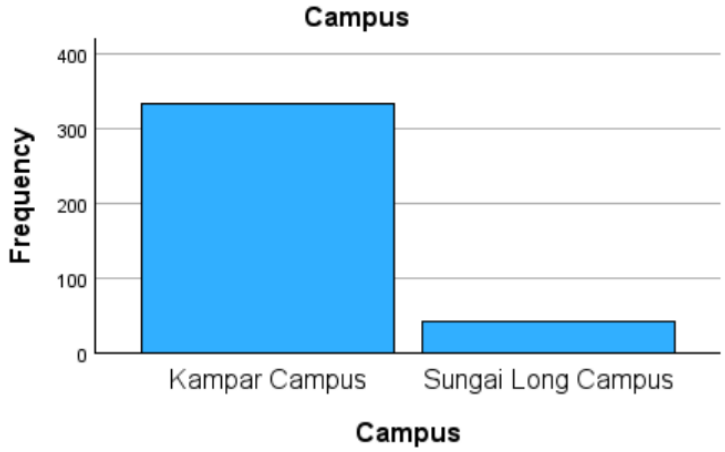
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-21	90	23.9	23.9	23.9
	22-25	274	72.7	72.7	96.6
	26-29	13	3.4	3.4	100.0
	Total	377	100.0	100.0	



Demographic Profile: UTAR Campus

Campus

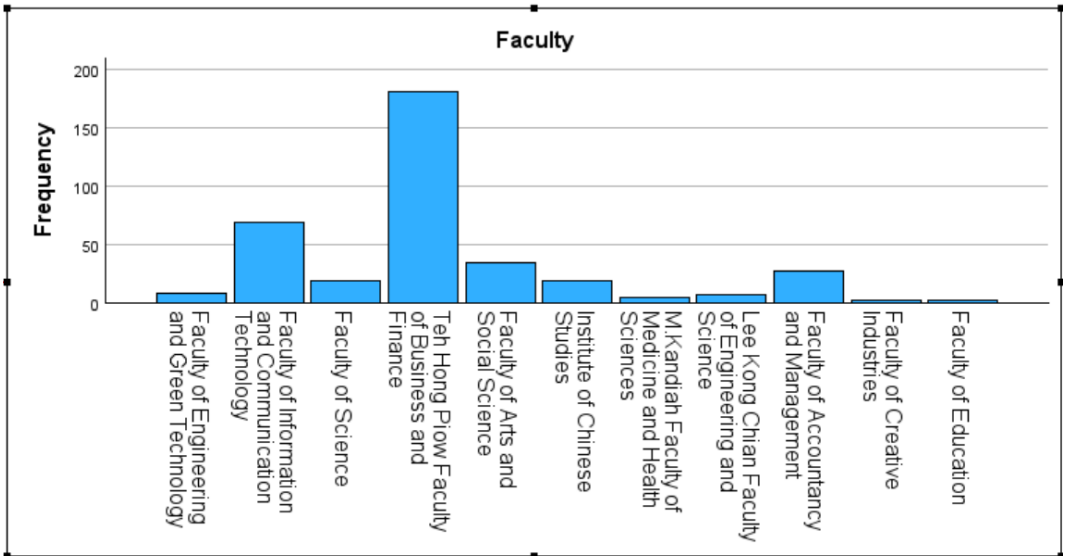
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kampar Campus	334	88.6	88.6	88.6
	Sungai Long Campus	43	11.4	11.4	100.0
	Total	377	100.0	100.0	



Demographic Profile: Faculty

Faculty

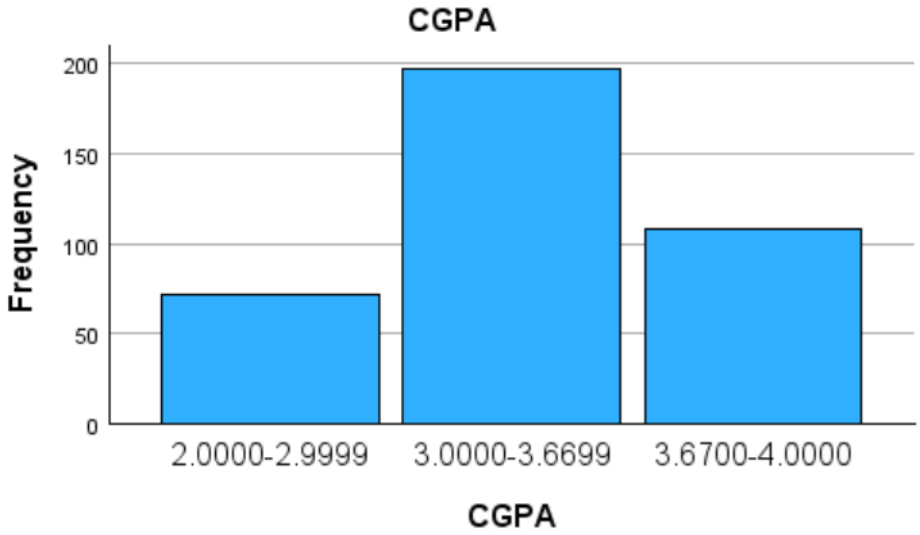
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty of Engineering and Green Technology	9	2.4	2.4	2.4
	Faculty of Information and Communication Technology	69	18.3	18.3	20.7
	Faculty of Science	19	5.0	5.0	25.7
	Teh Hong Piow Faculty of Business and Finance	181	48.0	48.0	73.7
	Faculty of Arts and Social Science	35	9.3	9.3	83.0
	Institute of Chinese Studies	19	5.0	5.0	88.1
	M.Kandiah Faculty of Medicine and Health Sciences	5	1.3	1.3	89.4
	Lee Kong Chian Faculty of Engineering and Science	7	1.9	1.9	91.2
	Faculty of Accountancy and Management	28	7.4	7.4	98.7
	Faculty of Creative Industries	3	.8	.8	99.5
	Faculty of Education	2	.5	.5	100.0
	Total	377	100.0	100.0	



Demographic Profile: Current CGPA

CGPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0000-2.9999	72	19.1	19.1	19.1
	3.0000-3.6699	197	52.3	52.3	71.4
	3.6700-4.0000	108	28.6	28.6	100.0
	Total	377	100.0	100.0	



Appendix 3: Central Tendencies Measurement of Constructs

Dependent Variable: Academic Performance

Statistics

		AP1	AP2	AP3	AP4	AP5
N	Valid	377	377	377	377	377
	Missing	0	0	0	0	0
Mean		4.5066	4.4960	4.4695	4.5650	4.4934
Std. Deviation		.57017	.51634	.59675	.54250	.62788

Independent Variable: Openness to Experience

Statistics

		OE1	OE2	OE3	OE4
N	Valid	377	377	377	377
	Missing	0	0	0	0
Mean		4.5199	4.4509	4.5464	4.4297
Std. Deviation		.64433	.60438	.59124	.59337

Independent Variable: Conscientiousness

Statistics

		C1	C2	C3	C4
N	Valid	377	377	377	377
	Missing	0	0	0	0
Mean		4.5889	4.5146	4.5836	4.5650
Std. Deviation		.59087	.60179	.63081	.56176

Independent Variable: Extraversion

Statistics

		E1	E2	E3	E4
N	Valid	377	377	377	377
	Missing	0	0	0	0
Mean		4.3740	4.5570	4.4058	4.5411
Std. Deviation		.59757	.58123	.59900	.56402

Independent Variable: Agreeableness

Statistics

		A1	A2	A3	A4
N	Valid	377	377	377	377
	Missing	0	0	0	0
Mean		4.5942	4.4775	4.6127	4.4801
Std. Deviation		.59005	.58813	.52960	.61042

Independent Variable: Emotional Stability

Statistics

		ES1	ES2	ES3	ES4
N	Valid	377	377	377	377
	Missing	0	0	0	0
Mean		4.5146	4.4111	4.5491	4.3501
Std. Deviation		.57927	.61297	.63443	.55492

Independent Variable: Self-Efficacy

Statistics

		SE1	SE2	SE3	SE4
N	Valid	377	377	377	377
	Missing	0	0	0	0
Mean		4.6233	4.4642	4.6737	4.4536
Std. Deviation		.53224	.57835	.50758	.53455

Appendix 4: Reliability Test for Actual Study

Dependent Variable: Academic Performance

Reliability

Scale: Reliability Analysis for Academic Performance

Case Processing Summary

		N	%
Cases	Valid	377	100.0
	Excluded[a]	0	.0
	Total	377	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.745	.742	5

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
22.5305	4.048	2.01187	5

Independent Variable: Openness to Experience

Reliability

Scale: Reliability Analysis for Openness to Experience

Case Processing Summary

		N	%
Cases	Valid	377	100.0
	Excluded[a]	0	.0
	Total	377	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.775	.774	4

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.9469	3.540	1.88142	4

Independent Variable: Conscientiousness

Reliability

Scale: Reliability Analysis for Conscientiousness

Case Processing Summary

		N	%
Cases	Valid	377	100.0
	Excluded[a]	0	.0
	Total	377	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.730	.728	4

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.2520	3.146	1.77382	4

Independent Variable: Extraversion

Reliability

Scale: Reliability Analysis for Extraversion

Case Processing Summary

		N	%
Cases	Valid	377	100.0
	Excluded[a]	0	.0
	Total	377	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.771	.770	4

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.8780	3.251	1.80306	4

Independent Variable: Agreeableness

Reliability

Scale: Reliability Analysis for Agreeableness

Case Processing Summary

		N	%
Cases	Valid	377	100.0
	Excluded[a]	0	.0
	Total	377	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.783	.783	4

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.1645	3.265	1.80705	4

Independent Variable: Emotional Stability

Reliability

Scale: Reliability Analysis for Emotional Stability

Case Processing Summary

		N	%
Cases	Valid	377	100.0
	Excluded[a]	0	.0
	Total	377	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.805	.806	4

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.8249	3.586	1.89375	4

Independent Variable: Self-Efficacy

Reliability

Scale: Reliability Analysis for Self-Efficacy

Case Processing Summary

		N	%
Cases	Valid	377	100.0
	Excluded[a]	0	.0
	Total	377	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.812	.812	4

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.2149	2.967	1.72250	4

Appendix 5: Pearson Correlation Analysis

Correlations

		Academic Performance Average	Openness To Experience Average
Academic Performance Average	Pearson Correlation	1	.745**
	Sig. (2-tailed)		<.001
	N	377	377
Openness To Experience Average	Pearson Correlation	.745**	1
	Sig. (2-tailed)	<.001	
	N	377	377

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Academic Performance Average	Conscientiousness Average
Academic Performance Average	Pearson Correlation	1	.807**
	Sig. (2-tailed)		<.001
	N	377	377
Conscientiousness Average	Pearson Correlation	.807**	1
	Sig. (2-tailed)	<.001	
	N	377	377

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Academic Performance Average	Extraversion Average
Academic Performance Average	Pearson Correlation	1	.728**
	Sig. (2-tailed)		<.001
	N	377	377
Extraversion Average	Pearson Correlation	.728**	1
	Sig. (2-tailed)	<.001	
	N	377	377

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Academic Performance Average	Agreeableness Average
Academic Performance Average	Pearson Correlation	1	.743**
	Sig. (2-tailed)		<.001
	N	377	377
Agreeableness Average	Pearson Correlation	.743**	1
	Sig. (2-tailed)	<.001	
	N	377	377

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Academic Performance Average	Emotional Stability Average
Academic Performance Average	Pearson Correlation	1	.718**
	Sig. (2-tailed)		<.001
	N	377	377
Emotional Stability Average	Pearson Correlation	.718**	1
	Sig. (2-tailed)	<.001	
	N	377	377

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Academic Performance Average	Self-Efficacy Average
Academic Performance Average	Pearson Correlation	1	.764**
	Sig. (2-tailed)		<.001
	N	377	377
Self-Efficacy Average	Pearson Correlation	.764**	1
	Sig. (2-tailed)	<.001	
	N	377	377

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix 6: Multiple Linear Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.865[a]	.749	.745	.20333

a. Predictors: (Constant), Self-Efficacy Average, Emotional Stability Average, Agreeableness Average, Openness To Experience Average, Conscientiousness Average, Extraversion Average

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45.579	6	7.597	183.744	<.001[b]
	Residual	15.297	370	.041		
	Total	60.876	376			

a. Dependent Variable: Academic Performance Average

b. Predictors: (Constant), Self-Efficacy Average, Emotional Stability Average, Agreeableness Average, Openness To Experience Average, Conscientiousness Average, Extraversion Average

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.527	.122		4.335	<.001
	Openness To Experience Average	.083	.042	.097	1.988	.048
	Conscientiousness Average	.333	.045	.367	7.383	<.001
	Agreeableness Average	.081	.043	.091	1.869	.062
	Extraversion Average	.131	.046	.147	2.855	.005
	Emotional Stability Average	.054	.044	.063	1.214	.226
	Self-Efficacy Average	.196	.043	.210	4.554	<.001

a. Dependent Variable: Academic Performance Average