

# STUDENT PERSONALITY TRAITS' INFLUENCE ON PROFESSOR EVALUATION AND ON THEIR ACADEMIC ACHIEVEMENT IN KOSOVO

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## Abstract

The purpose of this study was to describe and investigate the personality traits and characteristics influences on students' evaluations about their professor assessment and on their academic achievement. One of the main theses of this analytical study was to determine whether there are differences on evaluating teachers and their assessments used among students with different personality traits. While the other main theses of this analytical study is to identify if there are differences among students with different personality characteristics and their achievement results. To identify the scope of this study, the quantitative research method has been used. The measuring instrument was designed in the form of a questionnaire that was conducted with the 1006 students who are currently pursuing their BA degree at University of Prishtina, Hasan Prishtina University, in Kosovo. For the conduction of the research, students were selected from the 12 departments within the university. Results of the study indicate that a great deal of the student body participating in the study did not believe in the fairness of their professor evaluations. Furthermore, there are differences between evaluations and students personality traits. According to the results, students who agreed that it is common for them to blame others and be reckless were also the least satisfied students with their professor evaluations.

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**Keywords:** Academic factors, academic achievement, students, and personality traits

## Introduction

The purpose of this study was to describe and investigate the personality traits characteristics influences on student achievement. One of the main theses of this analytical study was to determine whether there are differences on evaluating teachers and their assessments used among students with different personality characteristics. While the other main theses of this analytical study is to identify if there are differences among students with different personality characteristic and their achievement results.

## Literature Review

Throughout the study, a combination of academic, emotional and social factors appear to have impacted in student academic performance. Also, it is considered that professor evaluations and forms of teaching are among the most adequate forms that traditionally affect student performances. While academic factors do have an influence on students academic achievements, it is considered very important that the education system should be designed in a way that involves appropriate teaching methods, creates learning environment situation, and takes into consideration the prior conceptions of students as well (Kane and Russell, 2005). On the other hand, it is believed that to achieve results in a course, and to stimulate student learning, the course leader must choose teaching methods in agreement with the students, methods these which, according to Shepard (2007) "make up the courses main role" and

interconnect with students successful learning. In order to evaluate what a student has learned, a fair way of evaluation is the one which enables evaluating the students combined skills” (Guba & Lincoln, 1994).

However, according to numerous studies, students bring with them into their studies certain characteristics, which influence their academic achievement. According to Helme & Clarke (2001), the cognizant student development, including their abilities, dispositions, knowledge, aspirations, expectations, perceptions, needs, values and goals has impact on student academic performance (pg. 138). However, despite these mentioned factors, as well as other social and personal factors which are related to students, according to other studies, personality characteristics of students are predictors of academic performance as well (Busato, Prins, Elshout, & Hamaker, 1999, 2000; Chamorro-Premuzic & Furnham, 2003). Since, personality is the sum total of the behavior and mental characteristics that are distinctive of an individual. Personality is also described as a categorized set of attributes that is found in a person that influences and defines the individual’s cognition, motivations and behaviors, (Colman, 2006). It is considered that, whereas cognitive ability reflects what an individual can do, personality traits reflect what an individual will do (Furnham & Chamorro-Premuzic, 2004).

Therefore, though throughout the study it is declared that these factors deem to have an impact in the study process, specifically a student’s personality, there are great doubts on whether students’ own characteristics impact the way in which they evaluate their professors and whether student academic achievements depend greater on student qualities compared to the quality of their professors’ instructing or forms of teaching.

## **Methodology**

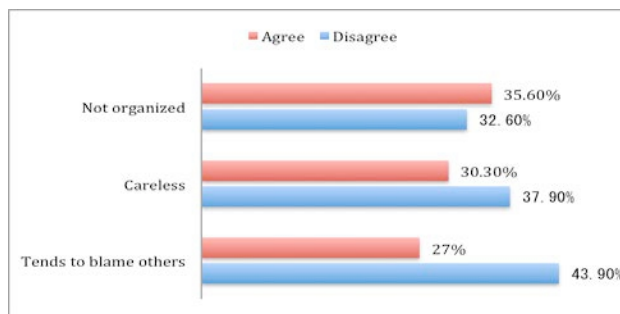
For the study, the quantitative research method has been used. The measuring instrument has been designed in the form of a questionnaire that was conducted with the 1006 students who are currently pursuing their BA degree at “Hasan Prishtina” University. For the conduction of the research, students were selected from the 12 departments of the University. The research sample was determined for 1006 students, or 10% of students of the departments selected.

Student participation in the research was voluntary, and completion of the questionnaire was anonymous. Participants in various forms, did data collection by visiting the respective faculties, by contacting students directly after their lectures, exams, stay in the library, at their student center, cafeteria or student gatherings.

The data collected from the questionnaire were processed through social science statistical package SPSS. Interaction between the tested variables is presented through interactive analysis (cross-tabulation analysis), while the results for the standard deviation (SD) of the tested variables are tested and released through Pearson's chi-squared test ( $\chi^2$ ).

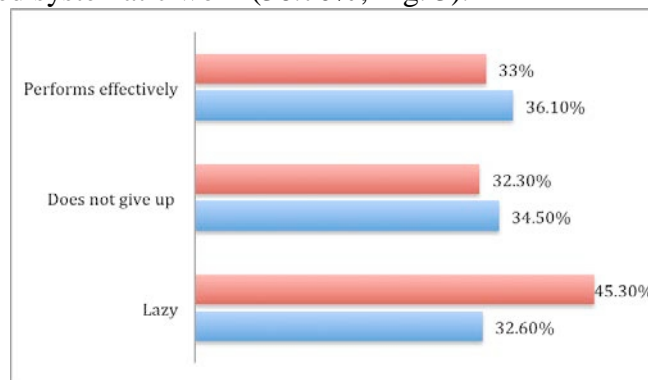
## **Results**

One of the main theses of this analytical study was to determine whether there are differences on evaluating teachers and their assessments used among students with different personality characteristics. According to the results of this study, a great deal of the student body participating in the study were did not believe in the fairness of their professor. Furthermore, there are differences between evaluations and students personality traits. According to the results, students who agreed that it is common for them to blame others and be reckless, were also the least satisfied students with their professor evaluations (Fig..1).

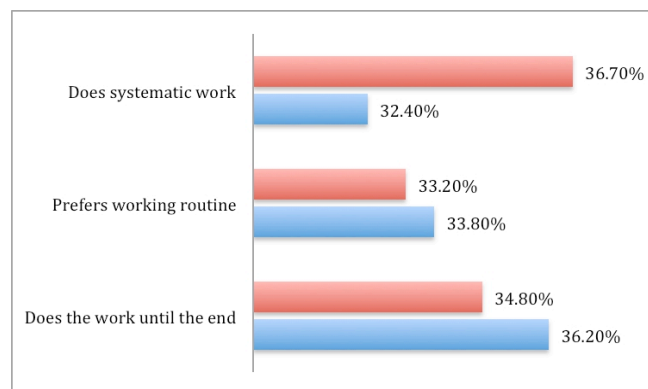


**Figure 1: Comparison between student personality characteristic and evaluation about their professor assessment**

Nevertheless, according to the results, there is also a clear combination of students with different traits. Of all participating students, those who agreed to be lazy were the ones to be most satisfied with received evaluations from their professors (45.30 %, Fig. 2), while in this group of students, most positive declarations regarding professor evaluations were also students who preferred systematic work (36.70%, Fig. 3).



**Figure 2: Comparison between student personality characteristic and their evaluation about the professors' assessment<sup>435</sup>**



**Figure 3: Comparison between student personality characteristic and their evaluation about professor assessment**

Study results have also identified differences among students and their achievements results. From the results of the study it becomes clear that the students who are considered more ‘reckless’ were less evaluated with a grade 10, ( 40.90%, Fig. 4) which is the current highest grade in Hasan Prishtina University in Kosovo, in comparison to other students who considered them selves as “content workers” of which only (7.20%, Fig. 5) never received such an evaluation. Nevertheless, according to analyzed results, both student groups have

given similar declarations for option two, never being evaluated with the lowest grade or failing the course.

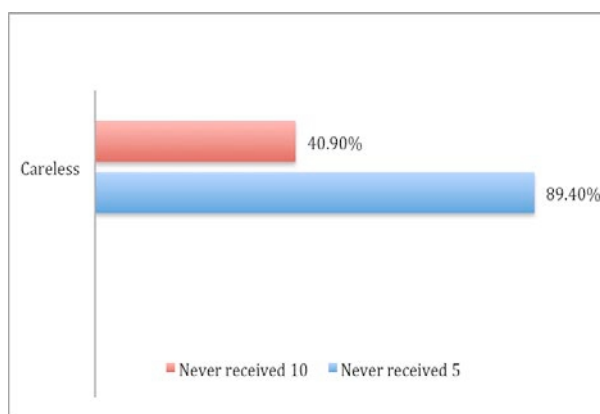


Figure 4: Student exam results based on their personality characteristics

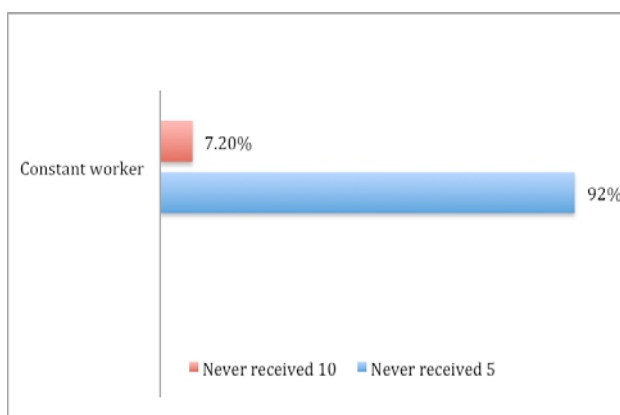


Fig.5: Student exam results based on their personality characteristics

Furthermore, according to the statistical analysis completed with the Pearson Chi-square test and standard deviation, the study results are considered believable according to the values presented in the following table (table 1).

**Table 1: Comparison between student personality traits and their evaluation on the correctness of Instructor grading**

	Blame other	Careless	Not organized	Lazy	Does not give up	Performs effectively	Does the work until the end	Prefers working routine	Does systematic work
Disagree	43.90%	37.90%	32.60%	32.60%	34.50%	36.10%	36.20%	33.80%	32.40%
Agree	27%	30.30%	35.60%	45.30%	32.30%	33%	34.80%	33.20%	36.70%
<b>S.D</b>	<b>0.92</b>	<b>0</b>	<b>0.16</b>	<b>0.01</b>	<b>0.016</b>	<b>0.001</b>	<b>0</b>	<b>0</b>	<b>0.006</b>

**Conclusion**

Based on the study results, it can be concluded that there are differences on evaluating of teachers and their assessments used among students with different personality characteristics. However, even though the majority of students who participated in the exam were not satisfied with the assessment used by their professors, the study results also show that there are also similarities between evaluations about the same issue, among students with opposite personality characteristics, for example among students who declared that they see them selves as lazy and or students who do systematic work. Moreover, other differences have also been noticed among students exam results and their personality characteristics, which proves that despite the other factors which can influent their academic achievement, student personality characteristics is another factors which can contribute in this matter as well.

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