The Relationship between Personality Traits and Academic Achievements of Pakistani ESLs: Factors, Implications, and Future Directions

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ARTICLE INFO	ABSTRACT
	This study intends to investigate the relationship between personality types and academic performance of Pakistani English as second language learners. The research design includes qualitative and quantitative data strands, which are processed and combined to answer the research question. Carl Jung's theory of personality types is applied, which is the most famous theory in the field of psychology. The study considers personality type as an independent variable and academic performance in terms of writing as the dependent variable. The population of the study comprises English as a second language (ESL) learners in Pakistan, with a sample frame of students from PAF College Fazaia Sargodha. A purposive sampling technique is used to select 66 intermediate students in grade 11, with 53 male and 13 female participants. The correlation between personality type and writing was measured at three levels of writing namely in grammar, in sentence structure, and in vocabulary. Researchers found no significant association between personality type and writing score in grammar, the relationship between personality type and writing score in the organization of ideas is also not significant however a weak negative correlation between personality type and writing scores in sentence structure was found. Overall results declare that personality type plays a less significant role in English as a second language classroom.

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INTRODUCTION

Learners of a language most of the time have similar objectives, but they use different tactics and strategies to learn a language. It is equally important for teachers to be aware of the individuality and types of learners they encounter in their classrooms. Educational achievements give rise to a number of questions; the most important is to have an understanding of why some students perform better than others. It is a crucial concern to know what hinders or benefits a learner in educational achievements. It is seen that Personality types have a significant impact on academic achievement, as individuals with different personality types tend to learn differently. For example, introverts and extroverts prioritize learning differently. Studies have shown that introvert learners in EFL classrooms outperform extrovert learners in tasks such as syntax. In psychology, there is a distinction between personality types and traits, which are often confused. While both are theories used to measure personality, they differ in how they approach classification. Personality types classify people into specific categories, while personality traits focus on the individual's orientation in various contexts. Traits are long-lasting characteristics that, when grouped, define the individual's personality category. Research has shown that personality types impact learning, teaching, and goal attainment. They influence how teachers teach, students learn, and individuals communicate with others (Carrell et al., 1996).

Many people have proposed definitions for the term "personality," but according to Mischel & Mischel (1983), it refers to the "distinctive patterns of behavior (including thoughts and emotions) that characterize each individual's adaptation to the events of their life. Gloria Riley, a Kentucky-based deputy head of a grammar school with a background in physical education, uses two viewpoints in her power-point presentation. The totality of a person's qualities that distinguish him from others is his personality. Numerous factors make up one's personality, ranging from person to person (Nugroho et al., 2020). The unique traits or characteristics that make up a person's personality are what determine their potential and everyday skills. Personality was described by Richards (2002) as "those components of an individual's conduct, attitude, beliefs, ideas and feelings, acts and emotions that person and others perceive as being typical and unique of that person. In the process of learning the L2, a personality component is defined as "a trait or a quality that is supposed to separate one student from another and is regarded as "a pattern of distinct features that give a person's conduct a form of consistency and originality (Tejada-Sanchez & Molina-Naar, 2020). There is no doubt that a person's personality defines them the most. As a result, it is reasonable to talk about

personal differences after describing various personality traits. Dornyei (2005) asserts that, from an educational standpoint, the function and impact of Personality traits are less significant than other characteristics that contribute to individual differences, such as aptitude and motivation. Therefore, it is impossible for second language acquisition scholars to draw a firm conclusion that personality influences second language learning. Although this element is only now being investigated by second language learning experts, personality has long been the subject of broader psychological research. One of psychology's core interests is the study of personality, and a subfield of that discipline is termed personality psychology. This discipline has its roots in early 20th-century classical psychoanalytic theory, and throughout its history, important psychological paradigms from behaviorism and humanism to social cognition have left their marks. There are several levels of solitary personality assessments, most unrelated to any personality theory. This part primarily reviews the literature on personality in second language acquisition. The first significant issue when researchers examine personality is the awareness that various academics use the term differently to describe different facets of human nature (Dornyei, 2005).

At first glance, temperament can be taken for personality. Temperament is frequently described as being deeply based on the biological substrate of personal behavior and having substantially heritable individual differences. It can be seen in early childhood in traces. Biological differences in life and learning also exist between temperament and personality (Ehrman et al., 2003). Hogan et al. (2007) concluded that temperament serves as the primary biological foundation for the evolution of personality in this scenario, which means that in the past, some experts equated temperament with personality. Following knowledge of the broad definition of personality, some inquiries may arise. What, for instance, is the connection between personality and learning, and how does personality affect learning in general but particularly language learning? According to Dornyei (2005), while nobody would deny that personality traits and variations play a significant role in shaping a person's general behavior, from the standpoint of education, the essential question is how much these personalities influence learning. Some relevant studies demonstrate how personality may impact language acquisition. According to research, personality has some psychological effects on language acquisition. The personalities of people in all forms and hues influence the world. Human psychology has focused on personality research for more than 150 years. Distinguished psychologists have studied human personality. Some researchers have studied the relationship between personality and language learning in the context of second language acquisition. People tend to concur with the assertion that there is a direct link between personality and learning a second language. Because people's personalities dictate what makes them comfortable, they consequently tend to select and engage in activities they are most at ease with and excel at (Chen, 2020).

Research Question
1. What is the predictive role of personality traits on the academic performance of ESL students?

Statement of the problem
The primary concern of this research study is to investigate the relationship between personality types and academic performance of ESL students, specifically in the context of writing in Pakistani cultural settings. The study aims to emphasize the significance of recognizing the impact of personality types on the learning process, and how studying these factors can assist both learners and teachers in identifying appropriate teaching and learning strategies that can enhance language learning effectiveness.

Significance of study
This study intends to investigate the relationship between personality types and academic performance of Pakistani intermediate-level ESL learners. If there is a significant correlation between these factors, how this relationship can be explained is necessary to focus. According to various theories, personality traits substantially impact how successful people are at learning a second language. This is because some traits of the learner's personality may either promote or obstruct learning a second language (Cook, 1996).

This study can help Pakistani ESL teachers to obtain a better understanding of the relationship between the personality of individual learners and their degree of success in academics. In this way, they can employ effective strategies to deal with the problems of ESL learners in Pakistan. Also, they can employ various techniques for various groups of language learners. If people from different personality groups have different learning abilities, it might be better to employ suitable techniques for each group of L2 learners. Exploring the relationship between personality traits and academic achievement among ESL students is a significant study that has important implications for educators and policymakers. In recent years, there has been growing interest in understanding how individual differences in personality influence academic performance, particularly among ESL students. This study contributes to the literature by examining the relationship between personality types and academic achievement in terms of writing among ESL students in Pakistan.

REVIEW OF LITERATURE
As the number of English as a Second Language (ESL) students increase in higher education, it is essential to understand the factors that affect their academic achievement. One of the factors that have received increasing

attention in recent years is personality traits. Personality traits are enduring patterns of thoughts, feelings, and behaviors that shape an individual's responses to their environment (Costa & McCrae, 1999). This paper aims to explore the relationship between personality traits and academic achievement among ESL students, the factors that influence this relationship, its implications, and future directions for research.

Shokpour & Moslehi (2015) conducted a research study on personality type and type of correction in writing. Their research sought to understand how two personality traits, extroversion vs. introversion, and two methods of correction, namely self-correction and instructor correction, relate in the setting of EFL writing. A review of the literature discovered that a few researches had been done on the effectiveness of error correction methods in relation to certain personality qualities of language learners in an EFL setting. Additionally, empirical investigations that try to establish a link between extroversion and language proficiency frequently provide contradictory results. Therefore, this study made an effort to examine how self- and teacher-correction techniques relate to extraversion and introversion in Iranian FL students. For this reason, forty-eight (48) medical students at Shiraz University of Medical Sciences in Shiraz, Iran, who were enrolled in the academic writing course, took part in the study. To start, the extroversion and introversion scales from McIntyre et al., (2010) questionnaire were utilized to categorize the participants' personality types. The pupils were then divided into two classes. The student did assignment corrections in one class and the teacher in the other. After that, data were put via an independent t-test to show inferential statistics. The findings indicated that neither the two personality types nor the two types of correction differed statistically significantly. According to Nurhayati (2014), Creative writing ability is a key indicator of language learning. Students in educational institutions are needed to possess a variety of language abilities. Learning a language is typically accomplished through integrated learning to talk, read, and write. Many college students still regard writing as a terrifying activity because it requires students to work hard to compose words, reduce information, experience, reading results, and play with imagination in writing. Even in the digital era, students actively prefer using audio-visual devices as their literacy nutrition because they are more instant, interesting, and simple to use. Due to lack of confidence, many pupils just stop doing literacy-related activities (Fauzi & Pratama, 2021).

Coker and Mihai (2017) discussed the relationship between learning a second language and character types, pointing out that this subject has not received much attention. The authors investigated how students evaluated the influence of their personalities in order to fill this gap in the research. On their experience learning a second language, 13 students from the advanced English as a Second Language group at a state institution in central Florida participated in this study, which was conducted there. This study's conclusions were the outcome of a condensed survey that included questions about students' personalities and problem-solving skills. For instance, survey findings indicated that pupils with the perfectionist personality attribute excel in dealing with issues like cultural disparities between the United States and their native country. In a similar vein, learners tend to be highly driven in the classroom if they have the achiever personality trait. Romantic personality types enjoy contributing original project ideas or showing their fellow students in the new classroom assistance.

Ożańska-Ponikwia (2012) work is relevant since they both aim to look at the connection between different personality types and learning a second language, as well as whether personality impacts second language learning. The relationship between psychological traits and involvement among second language learners was discussed by Ożańska-Ponikwia (2012). Ożańska-Ponikwia (2012) explored and studied how personality affected both self-perceived proficiency in a second language and the use of a second language. 102 adult Polish immigrants to the UK were included in this study. The findings of this study showed that (a) immigrants who have lived abroad for a more extended period of time use the second language more frequently and perceive themselves as being more proficient in it; (b) extraversion and openness appear to be linked to second language use; and (c) the factors influencing the frequency of use of the second language were indirectly linked to self-perceived proficiency. Consequently, the study's findings indicated that self-esteem is an essential element and that openness and self-esteem are the personality factors that most accurately predict the usage and growth of English L2. Like Ożańska-Ponikwia & Dewaele (2012) in a study on the connection between extroversion, introversion, and language learning, Wakamoto (2000) made similar conclusions to those of 222 junior college students specializing in English, all of them were female and aged between 18 and 19 in Japan. In order to conduct the study, Wakamoto (2000) used two self-report questionnaires. The Strategy Inventory for Language Learning (SILL) and the Myers-Briggs Type Indicator (MBTI) were used. The findings of this study showed that language learners use six different types of language learning techniques: functional practice techniques, communication maintenance techniques, metacognitive techniques, memory techniques, social-affective techniques, and general study techniques (Chen, 2020).

Another researcher carried out studies to determine how personality affects language acquisition. Iranian EFL learners with various personalities and speaking proficiency levels participated in Salmani Nodoushan's (2011) study. Iranian University of Tehran's Kish International Campus is where students take classes. 139 students participated in this study. The study's findings showed that (a) extroverts seem to learn languages more quickly than introverts; (b) extroverts typically have better communication skills because they take advantage of more

opportunities to speak the language they are learning; and (c) extroverts are better at learning languages. Another study has found that extroverted individuals learn languages more effectively than introverts. According to Capellan (2017), there isn't enough solid evidence to demonstrate that personality qualities are one of the variables influencing learning a foreign language.

In order to determine whether there was a connection between personality and language achievement, Capellan (2017) looked at the relationship between personality and second language acquisition in college students learning elementary Spanish as a foreign language. Capellan (2017) also looked into personality characteristics as language learning indicators. 52 college students were included in this study. The results of this study show that being observant/intuitive and thinking/feeling are the personality traits most likely to affect learning a foreign language. However, this study found no statistically significant link between personality types and foreign language learning (Chen, 2020).

Research has consistently shown that personality traits are related to academic achievement (Poropat, 2009; Richardson et al., 2012). In particular, the personality traits of conscientiousness, openness to experience, and emotional stability have been found to be positively related to academic achievement. Conscientiousness is characterized by being responsible, organized, and hardworking. Openness to experience is characterized by being imaginative, curious, and open-minded. Emotional stability is characterized by being calm, relaxed, and composed (Poropat, 2009).

Studies have also shown that personality traits are related to academic achievement among ESL students. For example, a study by Noftle and Robins (2007) found that conscientiousness and emotional stability were positively related to academic achievement among ESL students. Similarly, a study by Zainuddin et al. (2020) found that openness to experience and emotional stability was positively related to academic achievement among Malaysian ESL students.

Several factors may influence the relationship between personality traits and academic achievement among ESL students. One of these factors is cultural background. Different cultures have different expectations and norms regarding academic achievement and personality traits. For example, in some cultures, being talkative and outgoing is seen as a positive trait. In contrast, in other cultures, it may be seen as a negative trait that distracts from academic achievement (Chiu & Hong, 2013).

Another factor is language proficiency. ESL students may struggle with academic achievement due to limited English proficiency, affecting their ability to understand and process academic material. This may lead to lower academic achievement, regardless of their personality traits (Fernández-Ballesteros et al., 2017).

METHODOLOGY
The study aims to explore the relationship between personality types and academic performance among Pakistani ESL learners using a sequential mixed-methods research design. The independent variable is personality type, while the dependent variable is academic performance in terms of writing. The population is ESL learners in Pakistan, and the sample frame is students from PAF College Fazaia Sargodha. The sample size is 66 students, selected using purposive sampling, and data is collected through qualitative and quantitative methods. Carl Jung's (1996) theory of personality types is applied as a framework, and the Myers-Briggs type inventory (MBTI) is used as a tool to collect data about personality from participants. The MBTI is a self-reported personality inventory that categorizes individuals into one of 16 personality types based on four dichotomies: extraversion vs. introversion, sensing vs. intuition, thinking vs. feeling, and judging vs. perceiving. Writing samples are collected through expert-made narrative writing tests. Quantitative data is analyzed through SPSS 26 version, while qualitative data is analyzed through content analysis.

DATA ANALYSIS AND INTERPRETATIONS
In this section, the results of the data are interpreted and discussed. The researcher was concerned with the relationship between personality types (as the independent variable) and academic performance in terms of writing (as the dependent variable), which is measured at the following three levels:

1. Personality type and writing performance in sentence structure
2. Personality type and writing performance in the organization of ideas
3. Personality type and writing performance in the use of appropriate grammar

Table 1: Frequency of Personality Types

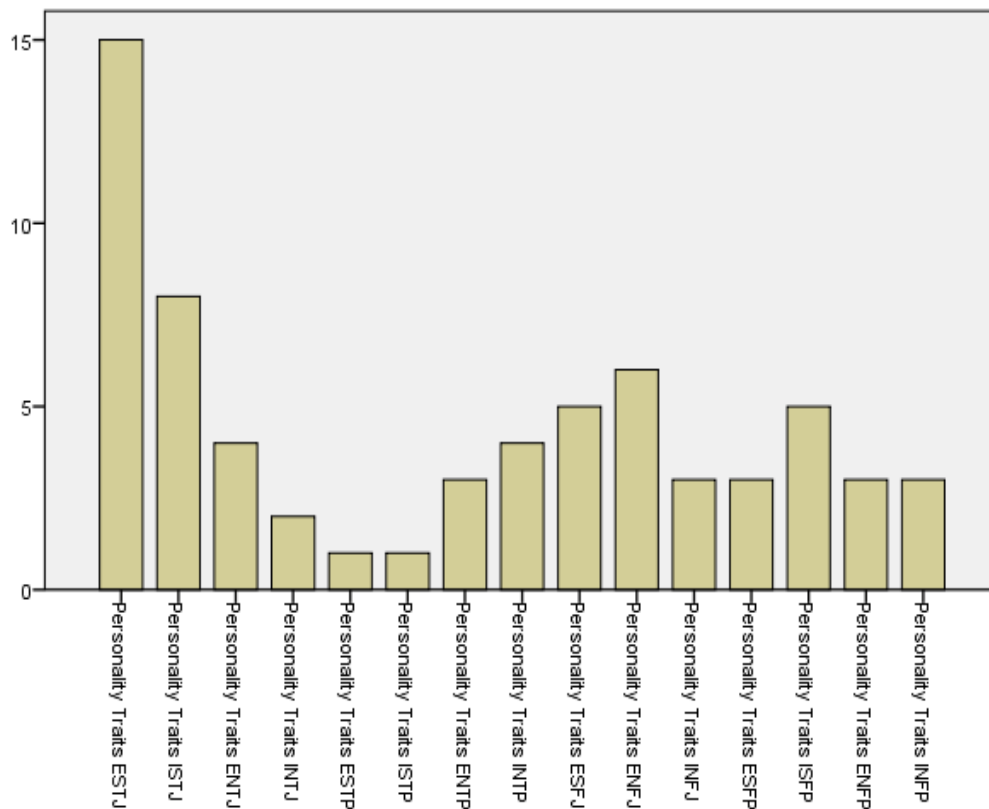| Traits of personality types		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Personality Traits ESTJ	15	22.7	22.7	22.7
	Personality Traits ISTJ	8	12.1	12.1	34.8
	Personality Traits ENTJ	4	6.1	6.1	40.9
	Personality Traits INTJ	2	3.0	3.0	43.9
	Personality Traits ESTP	1	1.5	1.5	45.5
	Personality Traits ISTP	1	1.5	1.5	47.0
	Personality Traits ENTP	3	4.5	4.5	51.5
	Personality Traits INTP	4	6.1	6.1	57.6
	Personality Traits ESFJ	5	7.6	7.6	65.2
	Personality Traits ENFJ	6	9.1	9.1	74.2
	Personality Traits INFJ	3	4.5	4.5	78.8
	Personality Traits ESFP	3	4.5	4.5	83.3
	Personality Traits ISFP	5	7.6	7.6	90.9
	Personality Traits ENFP	3	4.5	4.5	95.5
	Personality Traits INFP	3	4.5	4.5	95.5
	Total	66	100.0	100.0	100

Figure 1: Personality types according to MBTI

The data in the Table 1 represents the frequency and percentage distribution of personality types. The personality types (Figure 1) are based on the Myers-Briggs Type Indicator (MBTI), which is a popular personality assessment tool. The most frequent personality type in the sample is ESTJ (Extroversion Sensing Thinking Judging), accounting for 22.7% of the total sample. The next most frequent personality types are ISTJ (Introvert Sensing Thinking Judging) (12.1%) and ENFJ (Extrovert iNtuitive Feeling Judging) (9.1%). Other personality types represented in the sample, in descending order of frequency, include INTP (Introvert iNtuitive Thinking Perceiving), ESFJ (Extrovert Sensing Feeling Judging), ISFP (Introvert Sensing Feeling Perceiving), ENTP (Extrovert iNtuitive Thinking Perceiving), INFJ (Introvert iNtuitive Feeling Judging), ESFP (Extrovert Sensing Feeling Perceiving), ENFP (Extrovert iNtuitive Feeling Perceiving), INTJ (Introvert iNtuitive Thinking Judging), ESTP (Extrovert Sensing Thinking Perceiving), and ISTP (Introvert Sensing Thinking Perceiving). It's important to note that the sample size is relatively small (66 individuals) and may not represent the larger population. Additionally, the accuracy of the personality assessment tool and the self-reported responses of individuals can also impact the validity of the results.

Table 2: Personality Type and Writing Score in Sentence Structure

		Value	Asymp. Std. Errora	Approx. Tb	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.019	.102	-.188	.851
	Kendall's tau-c	-.020	.104	-.188	.851
	Gamma	-.025	.130	-.188	.851
	Spearman Correlation	-.020	.126	-.162	.872c
Interval by Interval	Pearson's R	-.087	.122	-.696	.489c
Measure of Agreement	Kappa	.053	.046	1.242	.214
N of Valid Cases		66			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The symmetric measures in Table 2 provides several measures of association between the variables, which vary in terms of the types of variables they can be used with and the assumptions they make about the data. All symmetric measures (Kendall's tau-b, tau-c, and Gamma) suggest a weak negative association between the two variables for the ordinal-by-ordinal association between Personality Type and Writing Score in Sentence Structure. However, these associations are not statistically significant (all p-values > 0.05). For the interval-by-interval association between Writing Score in Sentence Structure and Writing Score in the Organization of Ideas, Pearson's R suggests a weak negative correlation between the two variables, but this correlation is also not statistically significant. For the measure of agreement, Kappa, the value of 0.053 suggests slight agreement between the two variables. However, this value is not statistically significant (p > 0.05). Overall, the symmetric measures table suggests that there is no strong or statistically significant association between the variables being examined. However, it's important to note that the power of the tests may be limited by the small sample size of 66 cases.

Table 3: Personality Type and Writing Score in Organization of Ideas

		Value	Asymp. Std. Error	Approx. Tb	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.054	.101	-.531	.596
	Kendall's tau-c	-.052	.098	-.531	.596
	Gamma	-.074	.138	-.531	.596
	Spearman Correlation	-.064	.125	-.514	.609c
Interval by Interval	Pearson's R	-.060	.117	-.482	.632c
Measure of Agreement	Kappa	.012	.029	.399	.690
N of Valid Cases		66			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The chi-square test results in Table 3 show no significant association between personality type and writing score in the organization of ideas (p = .930). The directional measures (Somers' d) also show very weak and non-significant associations between personality type and writing score in the organization of ideas (d = -.044, p = .596). The symmetric measures (Kendall's tau-b, tau-c, Gamma, Spearman correlation, and Pearson's R) also show very weak and non-significant associations between personality type and writing score in the organization of ideas, with all correlation coefficients ranging from -.074 to -.052 and p-values ranging from .596 to .632. The measure of agreement (Kappa) indicates a very weak and non-significant agreement between personality type and writing score in the organization of ideas (Kappa = .012, p = .690).

Overall, the statistical analyses suggest no significant relationship exists between personality type and writing score in the organization of ideas.

Table 4: Personality Type and Writing Score in Grammar

		Value	Asymp. Std. Errora	Approx. Tb	Approx. Sig.
Ordinal by Ordinal	Kendall's tau-b	-.008	.100	-.076	.940
	Kendall's tau-c	-.008	.109	-.076	.940
	Gamma	-.010	.137	-.076	.940
	Spearman Correlation	-.008	.123	-.066	.947c
Interval by Interval	Pearson's R	-.026	.118	-.206	.837c
Measure of Agreement	Kappa	.082	.043	2.178	.029
N of Valid Cases		66			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

These results in Table 4 show different measures of association between two variables, depending on each variable's measurement level. For ordinal by ordinal measures, the results show that there is no significant association between Personality Type and Writing Score in Grammar, as indicated by the Somers'd value of -.007 and a p-value of .940. Similarly, the Personality Type and Writing Score in Grammar values indicate no significant association between the two variables. For symmetric measures, the results show that there is no significant association between Personality Type and Writing Score in Grammar, as indicated by Kendall's tau-b, tau-c, and Gamma values, all of which are

negative but very close to 0, and the p-values of .940. The Spearman Correlation value also indicates no significant association between the two variables. For interval-by-interval measures, Pearson's R-value indicates a negative correlation of -.026 between Personality Type and Writing Score Appropriate Grammar, but it is insignificant as the p-value is .837. Lastly, the measure of agreement, Kappa, has a value of .082 and a p-value of .029, indicating a weak agreement between Personality Type and Writing Score Appropriate Grammar. However, it should be noted that Kappa is typically used for categorical data, while Personality Type is an ordinal variable, so this result should be interpreted with caution. Overall, these results suggest that there is no significant association between Personality Type and Writing Score in Grammar.

Table 5: Correlation between Personality Types and Academic Performance in terms of Writing

			Personality Type	Writing Score Sentence Structure
Spearman's rho	Personality Type	Correlation Coefficient	1.000	-.020
		Sig. (2-tailed)	.	.872
		N	66	66
	Writing Score Sentence Structure	Correlation Coefficient	-.020	1.000
		Sig. (2-tailed)	.872	.
		N	66	66
	Writing Score Organization of Ideas	Correlation Coefficient	-.064	.237
		Sig. (2-tailed)	.609	.056
		N	66	66
	Writing Score Appropriate Grammar	Correlation Coefficient	-.008	.594**
		Sig. (2-tailed)	.947	.000
		N	66	66
	Learning Styles	Correlation Coefficient	-.057	.216
		Sig. (2-tailed)	.647	.082
		N	66	66

Table 5 shows that the correlation coefficients between Personality Type and Writing Score in Sentence Structure is -0.020 (insignificant), indicating a weak negative relationship. The correlation between Writing Score in Sentence Structure and Writing Score in Appropriate Grammar is 0.594 (significant at $p<0.01$), which indicates a moderate positive relationship. The correlations between the other variables are either weak or not significant. It is important to note that correlation does not imply causation, and further analysis is needed to establish any causal relationships between the variables.

CONCLUSIONS AND DISCUSSIONS
Based on the findings of this research, several recommendations can be made for future studies and those who work with individuals and groups with different personality types. It is important to recognize that different personality types may have different communication styles, decision-making processes, and working methods. Therefore, those who work with diverse groups may need to adapt their communication and work styles to accommodate different personalities. It is important to recognize that while personality types may help understand individuals and groups, they should not be used to justify discrimination or bias. All individuals should be treated with respect and given equal opportunities regardless of their personality type. This research has provided insights into the distribution of personality types within a specific population. While the absence of ISFJ types is an interesting observation, it is important to recognize the MBTI's limitations and take a nuanced approach to understanding and working with individuals and groups with different personality types. By doing so, we can better understand and support individuals personally and professionally. Second, understanding the relationship between personality traits and academic achievement can also inform the development of effective interventions to improve academic achievement among ESL students. For example, interventions that target specific personality traits may be more effective than generic interventions that do not consider individual differences in personality traits (Richardson et al., 2012). Future research should also examine the role of language proficiency in the relationship between personality traits and academic achievement among ESL students. This can help identify the specific language-related challenges that affect academic achievement and inform the development of language-focused.

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