

The Importance Role of Personality Trait

Md Ridzwan Bin Md Yunus¹, Noradilah Binti Abdul Wahab²,
Mohd Sani Ismail & Mohd Shahril Othman³

¹ Master Candidate & ² Phd Candidate, University Sultan Zainal Abidin (UniSZA), Gong Badak
Campus

³ Lecturer, Faculty of Islamic Contemporary Studies, University Sultan Zainal Abidin, 21300
Kuala Nerus, Terengganu, Malaysia

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v8-i7/4530>

DOI:10.6007/IJARBSS/v8-i7/4530

Published Date: 25 July 2018

Abstract

Personality is a dynamic organization of psychophysical systems within individual which determine specific behaviors and thoughts, such as being diligent and patient. Many contemporary psychologists believe that there are five basic dimensions of personality, known as the Big Five Theory. The five broad personality traits described by the theory are extraversion, agreeableness, openness, conscientiousness, and neuroticism. The study aims to identify the five theories briefly. This qualitative study uses content analysis as the instrument for collecting data. All in all, personality can be defined as a dynamic and organized set of characteristics possess by a person that uniquely influence his or her cognitions, motivations, and behaviors in various situations.

Keywords: Personality, Big Five Theory, Meta-Analysis.

Introduction

Every human being is born with its distinctive and unique character from one individual to another, either in terms of behavior or personality. Personality is an individual's physical, emotional and cognitive qualities (Rahimi, 2007) and personality is also one of the human unique factors (Fiest and Fiest, 1998). Even, Engler (as cited in ...2003) who is an expert in theory of personality also believes that each individual is unique and cannot be compared to others. Similarly, Allport (as cited in Nicholson, 2000) thinks that the personality of each individual is different from other individuals and it is unique. According to Engler (2003), these differences exist due to the genetic and environmental factors. However, there are conflicts in this theory. Some believe that personality is formed due to genetic factors. Others argue that differences occur due to environmental factors (Robbins, 2000).

Nowadays, many researchers believe that, there are five core personality traits basic known as the big five theory, such as extraversion, agreeableness, openness, conscientiousness, and neuroticism. Evidence of this theory has been rising and growing for many years, beginning with the research of D. W. Fiske (1949) and later expanded upon by

other researchers including Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987).

Personality can be seen from individual traits such as ways of thinking, behavior reaction, emotional response and interaction. It can also be identified through the distinguish differences that can be observed from individuals (Rahimi, 2007). The lifestyle of an individual is the unity of one's traits which comprises creative opinions, life challenges, perceptions and self-efficacy. This paper tries to discuss about human and the importance of personality. Personality is the important psychological characteristics that describe the individual (Ashton, 2013).

Definition of Personality

Personality comes from Latin word *persona* which means mask. The mask is used by Greek actors to act on stage. According to Ryckman (2004) *personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations*. Pervin (1975) defines personality as individual ways of interacting with each other or the role that is linked and practiced by an individual in society. Personality is a characteristics organization, temperament, intellect, stable body shape and that defines unique adaptation to the environment. Personality also refers to the psychological formation of an individual as a whole.

Mishel (1968) also defines personality as the pattern of individual behavior that is manifested and then practiced in an everyday life. According to Allport (1961), personality is an organization that brings about changes in behavior and psychophysical systems of individuals that determine their specific behaviors and thoughts, such as being diligent, patient and so forth.

Hans Eysenck (1981) defines personality as a character organization, temperament, and intellect, body shape that is relatively stable and that defines unique adaptation to the environment. While Kagen, J & Segal, J (1988) defines personality as the overall pattern of an individual that includes various aspects including thinking, feeling, behavior and environment. While Watson (1919) holds that personality is a theory of behavior and behaviorism. Generally, personality is seen as a unique pattern of maintaining feelings, thoughts, and actions that show the character or character of an individual.

Trait Personality Big Five

Trait refers to the whole of nervous system, which functions as a transmitter and receiver and it leads permanently to adaptation and describes behavior (Allport in Asmawati, 1993).

Goldberg (1993) has introduced five dimensions for personality traits through empirical studies that are descriptive models of personality. In 1981, the formation of the Big Five was acquired during the symposium in Honolulu through the consent of major researchers such as Goldberg, Tekemoto-Chock, Comrey and Digman following the re-examination of existing personality tests that most measured the five main factors of Openness to Experience, Extraversion, Conscientiousness, Neuroticism, and Agreeableness (John, Naumann, & Soto, 2008). The Big Five is relatively consistent throughout the time (Roberts & DelVecchio, 2000).

1. **Extraversion** is a comfortable feeling, easy to communicate with the environment, friendly, energetic and have positive emotions. A part from that, extraversion also has a passion and is an action-oriented individual and often receives and passes

opportunities for self-satisfaction and likes to speak, stand firm and also more prominent when in the group.

Introverts are individuals who have less enthusiasm, are not energetic and rarely engage in social activities. Introverting individuals are more silent, difficult to express emotions, meticulous and less dependent on the social world, in addition, introverts require privacy.

2. **Agreeableness** is an individual who values cooperation and a harmonious atmosphere. In addition, these groups are thoughtful, easy to be friends, generous, helpful and tolerant. They are also optimistic about human beings, in essence human beings are honest, trustworthy and courteous and agreeableness groups are favored by the surrounding community.

Disagreeable is the type of people who are more concerned with their own interests than the interests of others. These people do not think about others, and they often feel suspicious, suspicious, hard-working and hard-working.

3. **Conscientiousness.** This group is more responsible, organized, organized and structured and careful in carrying out an assignment and will follow the set schedule.

Unconscientious are unreliable individuals, and unstructured individuals. They also like to put things unorganized and do not re-place the goods they have used in their original place. Also, this individual often ignores the given task.

4. **Neuroticism** it is an individual tendency to experience negative emotions such as anxiety, anger or pressure. They also often assume normal situations as a threatening state. This group feels quickly disturbed, quickly experiencing stress. Mood is fast changing, it's hard to think rationally, it's difficult to decide accurately and to handle stress effectively.

Steady emotion is that an individual can control emotionally well, feel calm, emotionally stable, free from negative emotions, and not easily subject to any negative situation.

5. **Openness to Experience** is an open attitude to new ideas and any form of change.

<i>Openness</i>	<i>Conscientiousness</i>	<i>Extraversion</i>	<i>Agreeableness</i>	<i>Neuroticism</i>
Fantasy	Competent	Friendly	Trust	Anxious
Artistic interest		Likes to be	Straightforward	Hostility
Keterbukaan	According to the	friends	Generous	Blowing
Emosi	role	Assertive	Obey	Self-Feeling
Flexible		Like an	Polite	Impulsive
Have an idea	Dedicated	activity	Softness	High attacked
	Struggle to			
Unconventional	success	Looking for		
value	Disiplined	fun		
	Make a			
	consideration	Positive an		
		emosion		

Table 1.0 the Five Factors Model (OCEAN) John & McRae (1992) in Asmawati (2015)

In general, Big Five cross cultures (McCrae & Costa, 1997) and can broadly estimate results including one's performance (Barrick & Mount, 1991), academic achievement (Robins,

John, & Caspi, 1998) delinquent (John et. al., 1994) and personality disorder (Costa & Widiger, 1994).

Difference between Personality, Character and Trait

Personality and character are two different terms. Personality refers to the organization of a person's character, temperament, intellect, body shape, and way of thinking, behavior, and feelings. Personality is the nature of an individual such as ways of thinking, acting, emotionally, cycling and so on that can be distinguish from others (Mahmood, 1992). According to Allport (1936), personality traits found in human beings are 17,953 traits. While Eysenck (1990) has a tendency that the overall basis of personality traits which are inherited from specific lineage or known as biological characters. Even Eysenck (1990) also argues that all behaviors are studied through the environment.

On the other hand, character is only part of the personality. Character is usually a form of assessment performed by community members and is based on community cultural values. Characters usually include traits such as honesty, tolerance, compassion, respect and so on.

While, trait is a basically personal characteristics of an individual. Personality traits include collaboration, aggression, passivity, calm, anxiety, responsibility, openness, easy affection and so on. According to Laresen & Buss (2002), there are two basic concepts of traits; traits that originate from the individual's internal cause that individual's behaviors and traits display a brief overview of observable reactions. While Ma'rof and Haslinda (2004) state that the trait is a specific and durable characteristic of the individual that can be measured and observed. Trait is also a consistent or relatively consistent characteristic or trait. In general, the concept of trait suggests that behavior has certain patterns and habits in terms of time and circumstance.

Gordon W. Allport (1967-1997) states that trait is the basic structure of personality. The trait exists in the human nervous vein and is an inherited element resulting in behavioral success. While Raymond Cattell (1905-1988) defines the trait as an element of existing behavior and assumes that behavior has certain patterns and habits in terms of time and circumstances and emphasizes structural and motivational in personality. Raymond also acknowledges that behavior is determined by interactions between traits and situations.

Factors Affecting the Development of Personality

The development of an individual's personality is influenced by several factors. Some factors have been outlined by psychologists who can influence personality development. Among the factors that affect personality development are experiences, genetic and social culture (Asmawati, 2015). According to Kamaluzaman (2009), factors affecting the development of personality are divided into two part, namely the breed and environment factors. The genetic factors include physical, body shape and emotions while the environment covers the initial experience of a person, family, school, peer and community as shown below.

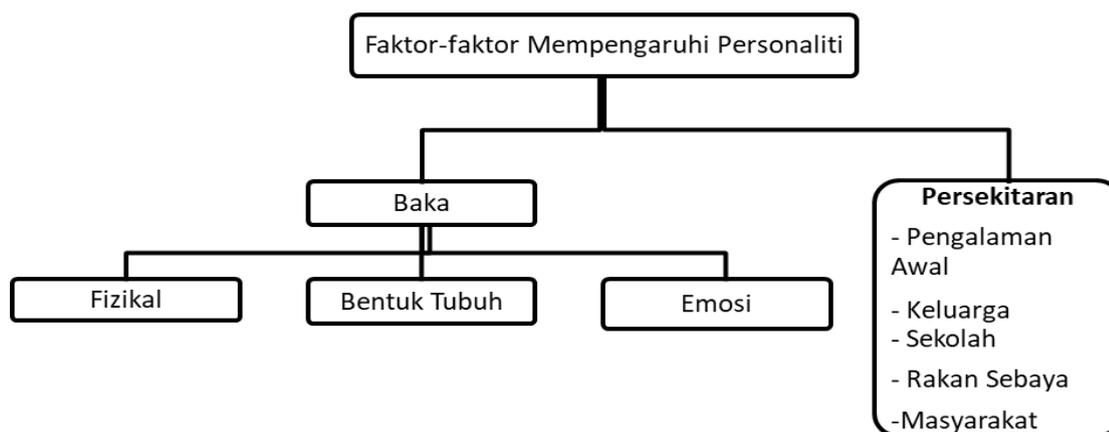


Figure Factors Affecting personality

(Source: Kamarulzaman, 2009)

Concept of Personality

Personality is a part of a psychological field that focuses on two things - to one's self as a whole and the difference between individuals. Scientific studies conducted on personalities not only focus on a particular psychological process, but also relationships between different processes. Various studies have been conducted to see and understand the complex relationships of different aspects of the human being including seeking meaningful relationships between personality and various aspects involving human behavior (Habibah and Noran, 2006). However, studies and research related to personality have still lack of study been expanding in Malaysia (Lim & Melissa, 2012).

Concept of Personality from Islamic Perspective

According to Islamic perspective, personality is characterized as character or better known as morals. In addition, the personality refers to the Arabic 'character' or 'moral' that is owned by an individual (Fariza et al, 2013: 13). Morality is divided into two types, namely the praiseworthy character and moral character (Shahabudin & Rohizani, 2002). In essence, these two types of morality include two demands which are referred to as zahir and inner. The moral character can be seen and measured from the external, while inner character is implicit in the heart, but will also manifest itself through behavior change (Abd Rasid & Nor Hafifah, 2013). Mahmood Nazar (2005) defines personality as the inherent attributes of an individual that includes some aspects such as thinking, acting, emotionally and others that distinguish them from other individuals.

According to Imam al-Ghazali (2005), to understand human behavior, must understands human character (personality) as the soul moves his behavior. Individual behavior is different according to the differences in heredity and acquisition or learning process. The Qur'an promotes behavior, morals and good deeds. Behavioral shaping one's personality (personality) through the character and deeds shown by an individual. For the superiority of personality, Islam emphasizes the balance between physical and spiritual. Physical fitness is enhanced with healthy eating habits and lifestyles. While spiritual health is through self-devotion and devotion to God s.w.t. by doing all the instructions and leaving all his prohibitions. The appreciation of a good Islamic religion will remove all the negative and

arrogant qualities so that behavior will be manifested as a noble character. Even Islam demands and affirms to behave with noble character. For Muslims, the best model of morality is the Prophet Muhammad s.a.w. which Allah has sent as a messenger to perfect the morals of his people (Nor Hafifah, 2013).

Concept of Personality from Western Perspective

According to Allport (1937), human personality is the result of a combination of biology and environment. While the inherited features are also shaped by the experience of an individual. Kagen, J and Segal, J (1988) defines personality as the overall pattern of an individual that includes various aspects including thinking, conduct and relationships with the surrounding environment. Personality is also a person's behavioral theory and behaviorism (Watson, 1919).

The Important of Trait Personality

Each individual has different personality traits to differentiate individuals or stability that demonstrates behavior in different situations (Miller, 2016). Personality consists of stability, the internal factors that make one's behavior persistent and different from others (Child, 1968 in Eysenck, 2013). This makes personalities play an important role in life, especially in education and careers. Based on personality trends, it is important to determine the flow or field of study, behavioral formation, balanced personality formation, appropriate career potential and tendency (KPM, 2013; Mohd Fhaizal, 2015). Similarly, the adjustment of activities in lesson performed by teachers in which the suitability of the student's personality should be understood as it may be affect student's academic performance (Poropat, 2014).

In terms of careers, teachers and counselors should help students to make informed decisions and career paths appropriate (Karp, 2013). Personal information is a way to help an individual in making decisions about career direction (KPM, 2013; Karp, 2013). Personality trends also have a role and are the basis of self-assessment and emotion in career choice (Fabio, Palazzeschi & Bar-On, 2012). Individual personalities, especially important learners, are understood and known for involving real life. Personality can help individuals make academic and career choices more precise with themselves (Muhammad Fahim & Lee, 2016).

Personality also can help parents, teachers and counselors to guide and shape behavior towards a balanced personality. Personality will be impressed and remain starting from childhood as it is an early experience. Friendly mothers or guardians affect and influence individual personality development (Azizi, 2008). As such, personality information plays an important role in characterizing behaviors as well as helping parents, teachers and students or individuals to realize the potential strengths and weaknesses (MOE, 2013).

Academic achievement is also closely related to the personality traits of a person. Trait personalities are important and are forecasting for individual academic achievement (Ivcevic & Brackett, 2014). Academic achievements and personalities are mutually shared and predict academic and teacher performance take into consideration the differences and strengths of individual students and the appropriate learning environment (Akomolafe, 2013).

Conclusion

Each individual has a difference in terms of interest, behavior, response to the environment and so on. This can be seen through different trait personality in each other. Through Trait personality, forecasting or adjustment of career, interest, tendency, and approach in self-development lessons and interventions can be done in a way that is appropriate to an

individual. Knowledge about personality can help teachers, educators, counselors and parents' guide other individuals towards harmony and well-being. Therefore, trait personality plays an important role in finding the appropriate approaches and interventions that develop individual self-development in life. Hence, personality-related studies need to be continued in all aspects of life.

Acknowledgement

Special thanks to faculty of Islamic Contemporary Studies (FKI) and University Sultan Zainal Abidin (UniSZA) for funding this research

Corresponding Author

Md Ridzwan Bin Md Yunus, and Mohd Sani Ismail, Faculty of Islamic Contemporary Studies, University Sultan Zainal Abidin (UniSZA), Gong Badak Campus, Kuala Terengganu.
Email: ridz6454@gmail.com

References

- Akomolafe, M. J. (2013). Personality Characteristics as Predictors of Academic Performance of Secondary School Students. *Mediterranean Journal of Social Sciences*, 4(2), 657–664. <https://doi.org/10.5901/mjss.2013.v4n2p657>
- Allport, F. H. (1919). Behavior and experiment in social psychology. *Journal of Abnormal Psychology*, 14, 297-307.
- Allport, F. H. (1937). *Social psychology*. Boston: Houghton Mifflin.
- Allport, G.W. & Odbert, H.S. (1936). Trait-names: A psycho-lexical study. *Psychological Monographs*, 47(211). And Epistemological Barriers to Persistence. *Distance Education*, 14(2), 181- 198.
- Yahya, A. (2008). *Pembentukan Personaliti Remaja*. Universiti Teknologi Malaysia.
- Blickle, G. (1996). Personality traits, learning strategies, and performance. *European Journal of Personality*. 10, 337-352.
- Costa, P. & McCrae, R. (1992). *Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-factor Inventory (NEO-FFI): Professional Manual*. Odessa: Psycho-logical Assessment Resources Inc.
- Decker. L & Rimm-Kaufman. Sara. 2008. Personality Characteristics and Teacher Beliefs among Pre-Service Teachers. *Teacher Education Quarterly*. 35(2): 45-64.
- Douglas Bernstein, Louis A. Penner, Alison Clarke-Stewart, Edward Roy. (2012). *Psychology* 9th Edition. Cengage Learning
- Driscoll, M. (2000). *Psychology of learning for instruction*. Ed. Ke-2. Boston: Allyn & Bacon.
- Eysenck, H.J. (1990). Four ways five factors are not basic. *Personality and Individual Differences*, 13, 667-673.
- Fabio, A. Di, Bar-on, R., Fabio, A. Di, Palazzeschi, L., & Bar-on, R. (2012). The role of personality traits, core self-evaluation, and emotional intelligence in career decision- making difficulties, (July 2016). <https://doi.org/10.1002/j.2161-1920.2012.00012.x>
- Fhaizal, M., Bukhori, M., Daud, R., Rahim, N. U. R. F., Zailani, A., Jay, D., & Gopal, R. (2015). Kajian Empirikal Awal Terhadap Pola Kecenderungan Pemilihan Aliran Pengajian Peringkat Pra- Universiti oleh Pelajar Lulusan Sijil Pelajaran Malaysia (SPM) Nor Amalina Ahmad , Mohd Aminudin Mustapha , Farah Liyana Azizan , Mohd, 18(1), 23–34.

- Gray, E. K. & Watson, D. (2002). General and specific traits of personality and their relation to sleep and academic performance. *Journal of Personality*. 70(2), 177- 206.
- Elias, H. & Noran, Y. (2006). Psikologi Personaliti: Dewan Bahasa Dan Pustaka.
- Harold, L., Miller, Jr. (2016). The SAGE Encyclopedia of Theory in Psychology. SAGE Publications. United States of America.
- Ivcevic, Z., & Brackett, M. (2014). Predicting school success : Comparing Conscientiousness, Grit, and Emotion Regulation Ability, 52, 29–36.
- Kamarudin, K. (2009). Psikologi Perkembangan. Universiti Pendidikan Sultan Idris. Perak.
- Karp, M. M. (2013). Entering a Program: Helping Students Make Academic and Career Decisions. *CCRC Working Paper*, (59), 1–39.
- Kementerian Pendidikan Malaysia (2013). *Pelan Pembangunan Pendidikan Malaysia (2013-2025)*.
- Lembaga Peperiksaan Malaysia Kementerian Pendidikan Malaysia (2014), *Panduan Pentadbiran Psikometrik Tingkatan 3*, Lembaga Peperiksaan Malaysia, Putrajaya.
- Lim, P. S. & Abdullah, M. N. L. Y. (2012). Re-relationship between Big-Five Personality Domains and Students' Academic Achievement. Penang: Universiti Sains Malaysia. 20 (4), 973-988.
- Michael C. Ashton. (2013). Individual Differences and Personality Second Edition. Elsevier Science. United Kingdom.
- Lim, P. S. & Abdullah, M. N. L. Y. (2012). Relationship between Big-Five Personality Domains and Students' Academic Achievement. Penang: Universiti Sains Malaysia. 20 (4), 973-988.
- Mishel, W. (1968). Personality and Assessment. New York: Wiley.
- Poropat, A. E. (2014). Other-rated personality and academic performance: Evidence and implications. *Learning and Individual Differences*, 34, 24–32. <https://doi.org/10.1016/j.lindif.2014.05.013>
- Che Aman, R. (2007). Personaliti dan tingkah laku. Pusat pengajian ilmu pendidikan, USM.
- Shahabudin, H. & Rohizani (2002). Personaliti Wajadiri Pendidikan: Konsep dan Perkembangan Penyelidikan
- Uddin, M. F., & Lee, J. (2016). Utilizing Relevant Academic and Personality Features from Big Unstructured Data to Identify Good and Bad Fit Students. *Procedia Computer Science*, 95, 383–391. <https://doi.org/10.1016/j.procs.2016.09.349>
- Watson, J. B. (1919). Psychology from the Standpoint of a Behaviorist. Philadelphia: Lippincott.