

The Impact of Costa & McCrae's Big Five Personality Traits on Academic Motivation of Part-time Employed Undergraduates

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Abstract

Undergraduates differ in their level of motivation, learning styles, and individual educational preferences. Identifying the relationship between the Big Five personality traits and academic motivation may be central to uplifting the academic motivation of undergraduates towards a higher level of achievement. The objective of the study is to identify the impact of Big Five personality traits namely Neuroticism, Agreeableness, Extraversion, Conscientiousness, and Openness to Experience on academic motivation of Part-time employed undergraduates in University of Sri Jayewardenepura. Since education is the key for most individuals to succeed in their lives, this study contains important information for academic staff to produce high-quality and powerful leaders. Productive graduates will empower the country by bringing new businesses, new technology, new wealth, and ultimately economic growth. Therefore, this study is important not only to undergraduates but also to the growth of the country.

Keywords: Academic Motivation, Agreeableness, Conscientiousness, Extraversion, Neuroticism, Openness to Experience

1. INTRODUCTION

“The quality of students’ thoughts is critical to learning and could potentially determine their academic achievements” (Komarraju & Karau, 2005). Their personality traits are different and will affect people’s thoughts (Perry, 2003). It is argued that a diverse set of personality traits is required for individuals to be successful at work. There is a link between personality qualities and academic success, according to numerous studies.

Motivation is an important aspect of undergraduates' academic development. This article investigates academic motivation and its various component

concepts, such as dogmas, goals, and values, along with intrinsic and extrinsic motivation (Rowell & Hong, 2013). It also presents major, well-researched theoretical perspectives on academic motivation and briefly illustrates strategies for increasing academic motivation.

Individual variances in distinctive patterns of thinking, feeling, and behaving can be defined as personality. Personality is not just an important individual resource but is also plays a vital role in determining academic success. The Big Five Personality (BFP) traits are the most commonly used method to measure the inter-correlation between

personality and academic performance (Hurtz & Donovan, 2000). It is consisting with five major dimensions namely Extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. The Big Five personality traits (NEU, EXT, OPN, AGR, and CON) have indeed been linked to a variety of behaviors, including academic performance and job performance (Komarraju & Karau, 2005). One of the most significant benefits of using the BFP traits model is that personality does not change significantly over time.

Education is the process of acquiring beliefs, values, knowledge, skills, learning, and habit formation (Biggs, 2001). Experience, training, education are the three main mechanisms for the acquisition of human capital. Education facilitates the learning and growth and knowledge, which leads to an increase in productivity. In the end, education will bring new technology, new businesses, new wealth, and ultimately the economic growth. It provides benefits to society as well as the individuals.

Many undergraduate students in Sri Lanka devote their valuable time, power, and ultimate commitment to completing their academic requirements while working part-time. Although governments currently provide bursaries and “Mahapola” scholarships to undergraduates, most undergraduates work part-time. However, academic motivation is critical in producing high-quality individuals as well as dominant, powerful leaders.

Today's educational institutions are attempting to identify a multitude of

elements that influence academic motivation in part-time employees, but they are unsure of the precise outcomes of these factors. Numerous recent research studies have discovered a proper inter-relationship between personality and academic motivation in undergraduates (John & Rao, 2020). According to some research studies, the BFP traits had already reflected core aspects of personality and have a strong influence on human behavior (Milfont & Sibley, 2012). Many researchers in the educational sector have extensively studied the BFP traits in academic motivation. The Two-factor study process discovered recently that the big five traits have a strong significant relationship with academic motivation.

However, because most research studies focus on full-time employees (Komarraju & Karau, 2005) and students in high schools and universities, there is a relatively little research on public personal in relation to academic motivation of part-time employment.

Many undergraduate students in Sri Lanka dedicate their precious time, power, and ultimate dedication to education, but a substantial percentage of undergraduate students distinguish these parts while sustaining academic motivation. Several reviews and the two-factor study process questionnaire have documented the importance of university students' personality traits for their academic motivation (Biggs, 2001). Throughout the twenty-first century, there has been a growing study of the relationship between personality traits and academic motivation. Many

studies have found that personality traits have a positive impact on part-time employees' academic performance (Oi & Morrison, 2005). However, some research suggests that personality traits have no effect on the academic performance of part-time employees (Zhou, 2015).

Most of the research on personality traits focuses on the academic motivation of full-time employees or full-time undergraduates, rather than part-time employees (Oi & Morrison, 2005). Based on the current researcher's knowledge, no research has been conducted in Sri Lanka to determine the impact of the Big Five personality traits on academic motivation of part-time employees. Furthermore, determining the impact of the BFP traits on academic motivation of part-time employees will be useful for university students, academic staff, and policymakers in a variety of fields in order to uplift the academic performance and motivation of part-time employees.

The Main purpose of this research study is to find the impact of Big Five Personality Traits on academic motivation of part-time employed undergraduates in University of Sri Jayewardenepura. Many research studies have indeed been done to identify and fully grasp the impact of personality traits on part-time employees' AM. Understanding the link among both personality traits and academic motivation will aid part-time employees in balancing their work and personal lives. They will emerge as dominant leaders and key stakeholders in the country's economic development and growth.

When it comes to hiring new employees, many of the most key considerations that employers look for is academic motivation. Sri Lanka is dealing with a rapidly aging population as well as the counterbalance of a sluggish global labor force (Arunathilake, 2009). This, however, may have a significant influence on the development of skilled human resources for the labor market. As a result, decision makers, administration staff, and corporations in the labor market must give greater attention to combining five personality traits to develop personalized behavior to have better academic motivation. At last, the findings will be useful to the socioeconomic environment, which has a significant impact on the motivation of part-time employees. This information will assist the government in providing better facilities to meet the needs of all individuals. In this research study, Sri Lanka is the geographical context which will be used. Therefore, this research study will be unable to show the globalized results. This research focuses on one of the states (government) universities in Sri Lanka and it is a not really a long-term study. Undergraduates of University of Sri Jayewardenepura (USJ) are taken as the population of the study. Therefore, this research study will not provide information regarding all Sri Lankan university students who are engaged in part-time employment. And while giving answers to the questionnaire, part-time employees may not have been honest and initially some of the respondents did not support to fill the questionnaires. In addition, academic motivation of part-time employees can

be also affected by politics and culture. Therefore, future research study workers should consider about these limitations which have mentioned above.

2. LITERATURE REVIEW

2.1 Academic Motivation

Undergraduates are a valuable resource for universities. Their academic motivation is critical in developing high-quality undergraduate students and dominant leaders (Ojedokun, 2018). As a result, determinants of students' academic motivation have emerged as an intriguing research topic for academics.

Motivation is unquestionably among the most essential psychological concepts in education. Academic motivation will guide students to achieve their educational goals, and Motivation in the classroom or lecture hall. Commonly measured by using the Revised Two-Factor Study Process Questionnaire (R-SPQ-2F) (Costa & McCrae, 1992). The first study used students and discovered that students can be motivated either constructively or destructively. Many researchers later discovered that students are taught in a way that resembles their skills and talents are more likely to accomplish at higher levels. Finally, Biggs, 2001 showed the "Two-factor study process questionnaire was created to demonstrate how students approach learning with either a surface, substantial, or achieving style".

Personality has been discovered to make a significant difference in academic achievement. To investigate the potential effects of personality on

learning, various models, theories, and strategies have been developed. For a variety of reasons, the BFP Traits Prototype stood out. To begin, these five traits (OPN, CON, EXT, AGR, and NEU) perfectly overlap with studies that include more or fewer traits than the BFP Traits Model. These five characteristics are "dispositions that are dynamic but relatively stable, as well as indicators of personal needs." (Chamorro-Premuzic & Furnham, 2009)

Essentially, people are endowed with a variety of characteristics that shape their personality and influence how they respond to stimuli in their surroundings. The most Appropriate personality traits of a key manager assist him/her in achieving the organizational goal, not only in terms of revenue generation, but also in terms of achieving a high level of performance. A person's personality or behavior influences how he reacts, perceives, and thinks about stimuli, resulting in a person's attitude or behavior toward the environment. It is the method by which an individual achieves high levels of performance in his or her job. "A person's personality can be defined as a set of characteristics that determines his or her behavior, cognition, motivation, and attitude in each situation" (Gupta & Gupta, 2020).

Previous students were studied to identify and analyze the various factors that influence academic motivation of part-time employees. Part-time employees' academic motivation is influenced by factors such as their living environment, study habits, and academic interactions (Perry, 2003). However, the focus of

this research study was on the impact of the BFP traits on part-time employees' academic motivation in University of Sri Jayewardenepura.

Most of the population, knowledge is transferred to students through lectures. Many research findings have found a statistically significant link between absenteeism and academic performance. It was discovered that declining student engagement and poor lecturing were the primary causes of students' non-attendance. However, they have not focused on one of the most important factors, such as their personality traits.

To summarize, all previous research findings have focused on various socioeconomic, environmental, and psychological elements that determine academic motivation. The main purpose of this research study is to add to current and existing knowledge by exploring the impact of the BFP traits on academic motivation of part-time employees at the USJ in Sri Lanka Studies that have been conducted have not explicitly stated whether they are focusing on part-time or full-time undergraduates. Therefore, the primary focus of this research study is on full-time undergraduates who work part-time at USJ. Undergraduates' academic motivation suffers because of part-time occupation. Having a part-time job can provide financial benefits, more instruction of successful experience, and the identification of job interests, all of which are beneficial to their academic studies. (Oi & Morrison, 2005)

2.2 Personality Traits

Personality can be clearly defined as “the total of how a person reacts to it

and interacts with others”. (Robbins & Judge, 2016). There are methods and models are available for studying individual personality, but the BFP traits model is one of the most utilized methods for studying these personality traits. The BFP traits framework is the most widely used to explain personality, and it has been independently verified across cultural contexts and as a model of characteristics. “The BFP traits reflect core aspects of human character and have a strong influence on behavior” (Costa & McCrae, 1992). It contains five dimensions namely EXT, AGR, CON, NEU, and OPN.

2.3 Extraversion (EXT)

EXT can be clearly defined as the proclivity to be friendly and chatty, enthusiastic, outgoing, energetic, sociable, and eager to learn. Extraverts are known for their positive emotions, energy, supremacy, activity, and expressiveness. (Stephens & Wand, 2012). Introverts, but at the other hand, are reserved, even-tempered, and self-sufficient. Introverts devote more time to study, Extraverts, on the other hand, spend more time socializing. (Chamorro-Premuzic & Furnham, 2009).

The extravert people are upbeat, energetic, and hopeful. They are always out and about. “They have entrepreneurial skills and enjoy working on a variety of projects. They are always spread over a wide crowd”. (Gupta & Gupta, 2020). People with a low rating, on the other hand, are quiet, submissive, unsocial, and completely disinterested in others. Lower extroversion does not entail that people are less productive; rather,

it means that they work more slowly. They spend most of their time alone.

According to many investigators, extraversion has been negatively associated with academic motivation. (Liang, 2003). But some investigators have identified that there is a positive inter-relationship between personality trait of extraversion and academic motivation.

2.4 Agreeableness (AGR)

Agreeability is a characteristic of interpersonal orientation that ranges from love and kindness and recognition to ambivalence and disagreement. It describes cooperation, trustworthiness, cheerfulness, hard work, being useful and interesting, learning by group assignment, gentleness, and flexibility. "Students who are lack in agreeableness tend to be low and less cooperative and more aggressive" (Chowdhury & Amin, 2006). Prior research studies have covered significant inter-relationship between agreeableness and academic motivation has produced both high and low results. According to several number of investigators, the personality trait of agreeableness has negatively correlated with academic performance (Paunonen, 1998) and (Rothstein, Paunonen, Rush, & King, 1994) High Agreeableness factor scores relate to the level self - report measures of interpersonal facilitation (Perry, 2003).

In order to maintain strong connections with their staff and valuable clients, account managers should possess this attribute. It consists of traits such as trust, altruism, cooperation-compliance,

modesty, and so on. People with a high level of agreeableness assist others, show genuine interest in others, and can readily rely on others. In their viewpoints, such individuals are so kind, mild, forgiving, and adaptable. High agreeability is not always beneficial or advisable. People who have a lack in agreeableness score, believe that manipulating is fundamental to human life. Because they are adamant in their beliefs, these people are regarded as arrogant (Gupta & Gupta, 2020).

"A positive score in this factor more strongly predicts performance in jobs that require team cohesion rather than another interaction". (Perry, 2003) However, still there is a positive relationship between personality trait of AGR and AM of part-time employees (Milfont & Sibley, 2012).

2.5 Conscientiousness (CON)

Conscientiousness is found to correlate with someone being goal-oriented, organized, self-assured, methodical, and dependable. Part-time employees who are conscientious tend to focus on a few goals and do their best to achieve them. The domain of conscientiousness includes impulse control, goal-oriented behavior promotion, and going to approach tasks in a premeditated and organized manner (Althoff, 2010). Previous research studies have shown that managers regard cognitive capacity and conscientiousness as perhaps the most important attributes for achieving goals. Some research studies have found that conscientious students are managing their work life, planning the available time, and working hard to achieve their goals. Academic success is more likely for

undergraduates with higher degrees of conscientiousness than for students with lower levels of conscientiousness, even if the personality factor of conscientiousness stresses behavioral patterns rather than intellectual qualifications per se. For contrast, an undergraduate may be academically mature but lacking in the cognitive or intellectual skills required to flourish in the classroom setting (Althoff, 2010). Unlike broad definitions of personality traits, conscientiousness was solely considered in the context of academic matters, namely how it contributes to an individual's success in maximizing his or her learning chances.

In their research, some researchers discovered a constant link between conscientiousness and work performance (Gupta & Gupta, 2020). But some investigators have been able to identify the low significant relationship between the personality trait of conscientiousness and academic motivation (Ojedokun, 2018).

2.6 Neuroticism (NEU)

People with a high neuroticism are willing to experience emotions like fear, sadness, embarrassment, disgust, and anger, whereas those with low neuroticism are usually relaxed at work and calm but even in their personal lives. The term NEU refers to a person's susceptibility and sensitivity to negative emotions. "A person who is emotionally intelligent recognizes and comprehends the potential consequences of their various emotional responses and is capable of regulating and control them" (Biggs, 2001).

Employees who had scored high on neuroticism tend to be more pessimistic. As a result, they are stressed, have high blood pressure, are depressed, anxious, and have other symptoms. It includes characteristics such as self-consciousness, vulnerability, anxiety, irritability, and so on. Higher levels of neuroticism are easily irritated. They are powerless over their desires. They are more likely to suffer from heart attacks, anger, and other negative emotions. Employees or students with a relatively low score are less likely to become enraged. They are silent, stable, and do not easily and regularly become irritated. If an individual's neuroticism is extremely low, he or she is caring and careless. From the standpoint of a career, having an extremely low level of neuroticism is unacceptable. To a degree, workplace stress is desirable. Because it holds people accountable and keeps them focused on achieving a goal.

Some previous researchers found no significant relationship between NEU and AM (Schneiderman, Ironson, & Siegel, 2005).

2.7 Openness to experience (OPN)

OPN shows the proclivity for intellectual curiosity, thoughtfulness, open-mindedness, and the ability to use one's preoccupation. Individuals with high scores for this trait exhibit imagination, innovation, and rule breaking, whereas those with low-level scores operate more customarily and have a conservative outlook. Close-minded people have limited interests, whereas open-minded people seek novelty and enjoy learning new things.

According to some research studies, “openness to experience is not an acceptable personality trait for employee motivation” (Murray & Michael, 1991). OPN is having the characteristics of being exploratory, imaginative, eager, open-minded, brilliant, and supporting a responsible authorized individual in the performance of his or her duties. Employees with a high-level of OPN score, are imaginative, come up with new ideas, and are eager to try and experience new fresh things. Those individuals are exploratory in nature. An individual who scores low is traditional, down-to-earth, hidebound, and at ease in a familiar setting. These personal characteristics serve as the foundation for developing the objective (Hurtz & Donovan, 2000). Having said that, open people enjoy different ways of thinking and are eager to discover new solutions and opportunities. There can be a significant relationship between OPN and AM (Farsides & Woodfield, 2003). By some investigators have found that, there is no significant relationship between OPN and AM.

3. METHODS

The purpose of this research is to determine the effect of the BFP traits on academic motivation of part-time employees at the University of Sri Jayewardenepura. This research study employs a deductive research method to demonstrate the correlation between different variables. The study's objective will be met by developing hypotheses, testing them on a sample, and presenting the accurate results.

This study research uses survey method to collect data because the method will be able to facilitate the researcher to gain more information regarding the current research. The researcher collects quantitative data by using research questions. According to the plot test, it was identified that the undergraduates of USJ have involved in part-time employment opportunities, and they are currently performing well in academics. Therefore, the undergraduate students of USJ were selected as the unit of analyze in this research study.

The conceptual framework in this study is focused on the relationship between Extraversion (EXT), Agreeableness (AGR), Conscientiousness (CON), Neuroticism (NEU), and Openness to experience (OPN) as the independent variables while the dependent variable is the AM of part-time employees in USJ.

The following hypotheses are developed in conjunction with the conceptual framework. Refer: Figure 1: Proposed Conceptual Framework

H1: Personality trait of extraversion is predicting academic motivation of part-time employees in University of Sri Jayewardenepura.

H2: Personality trait of agreeableness is predicting academic motivation of part-time employees in University of Sri Jayewardenepura.

H3: Personality trait of conscientiousness is predicting academic motivation of part-time employees in University of Sri Jayewardenepura.

H4: Personality trait of neuroticism is predicting academic motivation of part-time employees in University of Sri Jayewardenepura.

H5: Personality trait of openness to experience is predicting academic motivation of part-time employees in University of Sri Jayewardenepura.

4. RESULTS

The main survey used to gather data was conducted in University of Sri Jayewardenepura, using 300 undergraduates. The information shows that all three hundred respondents (100%) were from University of Sri Jayewardenepura and involved in internships or part-time employment. Within all the respondents, hundred and seventy-seven (59%) were male and hundred and twenty-three (41%) were female. The respondents are also categorized by the faculty of the respondents. Hundred and eleven (37%) undergraduates were from FMSC (Faculty of Management Studies & Commerce) and seventy three (24.3%) undergraduates were from FHSS (Faculty of Humanities & Social Sciences). Both Medical and Engineering Faculties were represented by 18 (6%) undergraduates. Sixty-three (21%) undergraduates were from Faculty of Applied Sciences and finally, there were seventeen (5.7%) undergraduates were from Faculty of Technology. The results for the final characteristic, which is the degree part was as follows: there were fifteen undergraduates (5%) from Year I, sixty-one undergraduates (20.3%) from Year II, eighty-eight undergraduates from Year III,

hundred and thirty-two undergraduates (44%) from Year IV, one undergraduate (0.3%) from Year V, two undergraduates (0.7%) from Year VI and one undergraduate (0.3%) from Year VII.

In order to utilize the data purification and the process of reduction of the items under each given variable, the factor analysis can be used. Measurement of the adequacy can be carried out by Kaiser – Meyer – Ohlin (KMO). According to the factor analysis, the KMO value of all measurable items was greater than 0.6. The overall variation is greater than 50% and it shows the appropriation of the total variation in the selected items of respective factors. Refer: Table 1: Factor Analysis

The reliability of the variables in this research study can be identified by the value of internal consistency through the calculation of Cronbach's Alpha values. The results showed the Cronbach's Alpha values are greater than 0.70 and it indicated that the alpha values were above the cut-off value, proposing adequate reliability. Refer: Table 2: Reliability Analysis

The mean values and standard deviation values indicate that openness to experience recorded the highest mean value among determinants. The mean values of extraversion (4.3020), agreeableness (4.3760), conscientiousness (4.3229), and openness to experience (4.3933) were more than 4 and shows the greater impact to academic motivation of part-time employees. Refer: Table 3: Mean Value Calculation

The strength of the relationship between the independent variable and

dependent variables can be analysed by using a correlation analysis. The table 4 indicates how the variables correlated. According to the results, the correlation between the dependent variable and independent variables were statistically significant.

The study's primary objective is to identify the impact of BFP traits on Academic Motivation of part-time employees. The selected dependent variable is academic motivation of part-time employees, and the five independent variables are EXT, AGR, NEU, CON and OPN. This multiple regression analysis is used to access whether EXT, AGR, NEU, CON, and OPN have a significant influence on AM of part-time employees. B value is used to interpret this test and the hypotheses will be rejected if it is relevant at less than 0.05 level of significance. The regression analysis findings are illustrated in the tables 5 & 6. R square value is essentially the proportion of variation in the selected dependent variable which has been clarified by independent variables. As shown in the table, the R^s was 0.733. ($F = 161.103, P < 0.001$), which shows that 73.33% of the variation in AM of part-time employees can be explained by BFP Traits. The VIF values were below 5, therefore there is no multicollinearity problem in the model. Refer: Table 7: Coefficients

According to the results, if $p < 0.05$, B is of significance. The p-values of extraversion (0.000), conscientiousness (0.000) and openness to experience (0.000) were under 0.05. Those factors thus have a major effect on the academic motivation of part-time employees. Among these three factors, the

openness has a significant impact on the academic motivation of part-time employees. It led to the highest beta value (0.412). The results of measurements of validity and reliability specified that all the variables met the standards required. Results of multiple regression analysis have identified that there are statistically significant three determination constructs other than agreeableness and neuroticism construct in this study model. Openness to experience has the highest influence among the drive constructs and conscientiousness has the least effect on academic motivation of part-time employees in USJ. The next chapter of this study is an overview of the results from previous empirical research. This will facilitate in identifying how those findings are compatible with this study's observations.

5. DISCUSSION

This study looks at the impact of BFP traits on AM part-time employees in University of Sri Jayewardenepura. There were more research studies focused on the impact of BFP traits on AM of full-time employees, and the inter-relationship between the BFP traits and AM. The key factors examined in this study were OPN, NEU, AGR, EXT, and CON. Past studies have described those five factors as the most critical factors that influenced the academic motivation. This study analyzed five hypotheses and the acceptance status are,

- I. Personality trait of extraversion is predicting academic motivation of part-time

employees in University of Sri Jayewardenepura.

- II. Personality trait of agreeableness is not predicting academic motivation of part-time employees in University of Sri Jayewardenepura.
- III. Personality trait of conscientiousness is predicting academic motivation of part-time employees in University of Sri Jayewardenepura.
- IV. Personality trait of neuroticism is not predicting academic motivation of part-time employees in University of Sri Jayewardenepura.
- V. Personality trait of openness to experience is predicting academic motivation of part-time employees in University of Sri Jayewardenepura.

This study has shown that the correlation between the academic motivation of part-time employees in University of Sri Jayewardenepura and EXT, CON, and OPN is statistically significant. There was no statistically meaningful correlation between the academic motivations of part-time employees in University of Sri Jayewardenepura and personality traits of AGR and NEU. And this study shows that EXT, CON, and OPN have influenced academic motivation of part-time employees in University of Sri Jayewardenepura. Among these three personality traits, OPN has the highest impact and CON has the lowest impact on academic motivation. EXT has a moderate impact of academic motivation of part-time employees. The current study found that AGR and NEU have no impact on AM of part-time

employees. And that results have rejected the hypothesis of 2 and 4.

I. To determine the impact of extraversion on academic motivation of part-time employees

The findings from the extraversion indicate the second highest impact on academic motivation of part-time employees in University of Sri Jayewardenepura. Many early research studies (Mohammed Chowdhury, 2006) found that extraversion to be a significant force that have a negative impact on academic motivation. Furthermore, some other research studies have even identified a positive inter-relationship between EXT and AM (Rothstein et al., 1994, Milfond and Sibley, 2012). The students who are having extraversion behaviours would like to enjoy with external world. Most of the Part-time employees who are having qualities of extraversion, are action-oriented, enthusiastic, and comfortable in group settings.

II. To determine the impact of agreeableness on academic motivation of part-time employees

The personality trait of agreeableness has no impact on academic motivation of part-time employees in University of Sri Jayewardenepura. Agreeableness is largely unrelated to post-secondary academic performances. Agreeableness has shown more undergraduates' personal behaviour. The undergraduates who have high agreeable qualities tend to be more corporative and competitive. They care and convene about other people, and they feel empathy about others. According to the Farsides & Woodfield, (2003), AGR has shown a

positive impact on AM but according to Zeidner and Matthews (2000), “there is a negative relationship between agreeableness and academic motivation”. However, according to the outcome of this current study, it shows that being trustworthy, helpful, preference to work with others, being kind to everyone will not have an impact on academic motivation of part-time employees in University of Sri Jayewardenepura.

III.To determine the impact of conscientiousness on academic motivation of part-time employees

This research study presents that there is a statistical meaningful inter-relationship between CON and AM of part-time employees in University of Sri Jayewardenepura. “The personality trait of conscientiousness has the most significant correlation with academic performance in students” (John, John, & Rao, 2020). “The personality trait of conscientiousness has been the most consistently connected to post-secondary academic success” (Komarraju & Karau, 2005). The undergraduates of University of Sri Jayewardenepura who are high in conscientiousness tend to pay their attention to detail and they would like to enjoy the routine by having a properly set schedule. And also, the part-time employees who are lack in conscientious behaviours, do not prefer the structures and schedules. According to this research study, most if the part-time employees in University of Sri Jayewardenepura are well-organized, overconfidence, self-controlled, self-disciplined, and not easily upset.

IV.To determine the impact of neuroticism on academic motivation of part-time employees

The findings resulting from this study’s fourth objective indicate that there is no statistical correlation between the NEU and AM of part-time employees in University of Sri Jayewardenepura. The personality trait of NEU has been negatively correlated with Grade Point Average (Chamorro-Premuzic & Furnham, 2009). Neuroticism has associated with dissatisfaction, moody, and distress. According to this research study, part-time employees in University of Sri Jayewardenepura are not shy, backward, and do not worry a lot. The neurotic undergraduates have a less interest in aspects of academic career in contrast, according to this research study, the personality patterns of getting nervous easily, being occasionally, rude to others, avoiding academic dedication, tend to be silent, have no impact on academic motivation of part-time employees in University of Sri Jayewardenepura.

V. To determine the impact of openness to others on academic motivation of part-time employees

The findings resulting from the personality trait of openness indicate the highest impact on academic motivation of part-time employees in University of Sri Jayewardenepura. Many previous research studies which investigated the OPN factor of personality traits as one of the predictors of AM has generated mixed results. Personality trait of OPN shows a tendency towards thoughtfulness, curiosity, willingness to use imagination, and broad-mindedness (Moon, 2013). Majority of the people

who would prefer openness to experience are with the behavioural characteristics such as imagination, emotionality, and liberalism. According to this research study, personality trait of OPN has a favourable impact on academic motivation of part-time employees in University of Sri Jayewardenepura. It stated that majority of the part-time employees are creative and deep thinkers. They have an ability to cope up with stress because they have creative imagination, value aesthetic experiences and they always come up with creative new ideas. The ability of active imagination will be supported by the interest that they have in art, music, movie, and drama.

The findings of this study clearly emphasized that part-time employees, who are with the characteristics of kind, corporative, warm, impulsiveness, hostility, had no influence on academic motivation but the characteristics such as positive emotions, active, dutifulness, aesthetic have an influence on academic motivation. The present findings relating to the inter-relationship between the academic motivation of part-time employees and the agreeableness and extraversion, have shed new lights. In most of the previous research studies' agreeableness has shown a positive correlation with academic motivation and personality trait of extraversion has shown a negative correlation with academic motivation. The result of this study facilitates the predictive validity of Big Five personality traits by using the R-SPQ-2F developed by (Biggs, 2001).

The present research study shows that personality traits as measured by a reliable and well-established inventory such as R-SPQ-2F can be very useful and important in the prediction of academic motivation.

According to the outcome of the current study, the academic motivation of part-time employees in University of Sri Jayewardenepura should be uplift and in order to enhance the academic motivation, the following suggestions have to be made. These suggestions will help to improve the quality, effectiveness, and efficiency of academic motivation of part-time employees in USJ. Ultimately, with the expectation to strengthen both academic life and professional life of part-time employees.

As a minor implication of this study, academic counsellors will be able to find and utilize the strengths and weaknesses of undergraduates. That will help them to guild the part-time employees towards the success by building their strengths and lowering weaknesses.

Understanding the personality traits of part-time employees will be an important pedagogical tool which can be used to provide benefits to both undergraduates and academic staff in making business subjects such as marketing. Despite of being management undergraduates, some may have lower interaction and multitasking skills.

The personality traits of part-time employees have an impact on not only the academic motivation but also academic achievements. The undergraduates with low level of self-

determination are more depending on personality traits (Zhou, 2015). The undergraduates are not performing in a homogeneous way in their personalities or academic motivation. It is compulsory for academic staff to deal with the undergraduates with low motivation. Therefore, the classroom observations and feedback assessments can be used to observe the personality traits of undergraduates. The personalities of undergraduates can be used to assist educators in developing strategies to improve the student learning experience. (Zhou, 2015). As an example, the academic staff will be able to reward the undergraduates who are hardworking, well-disciplined, and performing well. The undergraduates will also be encouraged to work in groups.

Most of the investigators use the BFP traits to predict AM. But the BFP traits are showing a broader view of academic motivation. Therefore, future investigators are strongly advised and encouraged to get narrow personality and behaviour traits instead of using broad personality traits in order to facilitate the prediction of academic motivation of part-time employees in University of Sri Jayewardenepura. And also, the further studies can use learning styles, thinking patterns, academic year, and age as moderating variables.

The academic motivation can be influenced by cultural factors. Therefore, the future investigators are encouraged to consider the cultural influences. And also, the financial facilities and government policies can be used as moderating variables to the BFP traits.

“The medium of instructions is a further drawback” (Köseoğlu, 2016). The medium which was used for the study is English. Since there are undergraduates getting education in Sinhala, the results of the study may infer about undergraduates of University of Sri

Jayewardenepura that provides education only in English. Therefore, further investigators are encouraged to utilize both Sinhala and English languages in order to get better accurate results.

6. CONCLUSION

It was widely identified that the BFP traits namely OPN, NEU, AGR, EXT, and CON have been able to capture the differences in individual behavioural patterns. This study aims to analyze the BFP traits that influence academic motivation of part-time employees in university of Sri Jayewardenepura. A collection of variables captured from previous research studies were used to explain the factors tested in the study. The primary data were gathered through self-administered online structured questionnaire. The present study found that the tested personality traits of OPN, EXT, and CON have an impact on academic motivation of part-time employees in university of Sri Jayewardenepura. And also, there is no impact of the tested personality traits of AGR, NEU on AM of part-time employees in University of Sri Jayewardenepura.

Based on the respondents in this study, the talkative, outgoing, energetic, and sociable behavior of part-time employees have an impact on academic motivation. It shows that their energies and interests toward the

outer world have associated themselves in order to perform well in academics. And, the part-time employees who are purposeful, well-organized, self-controlled, have performed well in academics. According to this study, the part-time employees who have performed well in academics had only few goals, but they have worked hard to achieve them. The current research study shows that the individual behaviour such as willingness to use imagination, intellectual curiosity has a favourable impact on academic motivation. But accordance with respondents, some of individual behaviours namely trustfulness, being helpful, being gentle, being flexible, fear, sadness has failed to build a positive relationship with academic motivation of part-time employees in USJ.

Ultimately, the current study suggests the academic motivation of part-time employees in University of Sri Jayewardenepura are highly influenced by their personality traits. The tested personality traits namely NEU and AGR have least effect on academic motivation of part-time employees in University of Sri Jayewardenepura. But the personality traits namely OPN, EXT, and CON have a positive effect on academic motivation and important to boost the academic motivation of part-time employees in University of Sri Jayewardenepura. Further studies may recognize others strong factors affecting the academic motivation with respect to some other important areas and groups. It can be used by the academic staff and policymakers to formulate their strategies in order to build more competent graduates and ultimately leaders.

APPENDIX

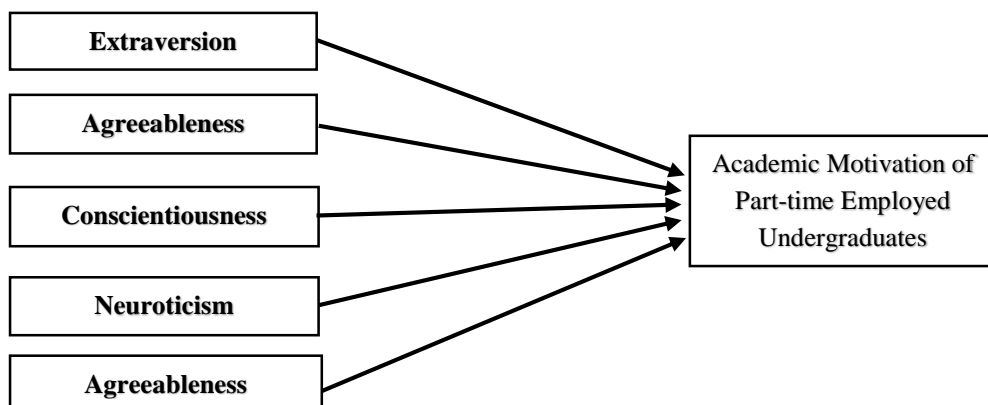


Figure 1: Proposed Conceptual Framework

Table 1: Factor Analysis

Variable	KMO Value	Bartlett's Test of Sphericity Chi-Square	Total Variance explained	Factor loading														
Academic Motivation	0.826	434.227	56.648%	<p>Component Matrix^a</p> <table border="1"> <thead> <tr> <th></th> <th>Component</th> </tr> <tr> <th></th> <th>1</th> </tr> </thead> <tbody> <tr> <td>AM1</td> <td>.717</td> </tr> <tr> <td>AM2</td> <td>.758</td> </tr> <tr> <td>AM3</td> <td>.730</td> </tr> <tr> <td>AM4</td> <td>.787</td> </tr> <tr> <td>AM5</td> <td>.768</td> </tr> </tbody> </table>		Component		1	AM1	.717	AM2	.758	AM3	.730	AM4	.787	AM5	.768
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Extraversion	0.803	307.712	50.646%	<p>Component Matrix^a</p> <table border="1"> <thead> <tr> <th></th> <th>Component</th> </tr> <tr> <th></th> <th>1</th> </tr> </thead> <tbody> <tr> <td>E1</td> <td>.728</td> </tr> <tr> <td>E2</td> <td>.754</td> </tr> <tr> <td>E3</td> <td>.667</td> </tr> <tr> <td>E4</td> <td>.685</td> </tr> <tr> <td>E5</td> <td>.721</td> </tr> </tbody> </table>		Component		1	E1	.728	E2	.754	E3	.667	E4	.685	E5	.721
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Agreeableness	0.814	310.862	50.871%	<p>Component Matrix^a</p> <table border="1"> <thead> <tr> <th></th> <th>Component</th> </tr> <tr> <th></th> <th>1</th> </tr> </thead> <tbody> <tr> <td>A1</td> <td>.710</td> </tr> <tr> <td>A2</td> <td>.772</td> </tr> <tr> <td>A3</td> <td>.717</td> </tr> <tr> <td>A4</td> <td>.729</td> </tr> <tr> <td>A5</td> <td>.630</td> </tr> </tbody> </table>		Component		1	A1	.710	A2	.772	A3	.717	A4	.729	A5	.630
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Conscientiousness	0.870	733.509	57.775%	<p>Component Matrix^a</p> <table border="1"> <thead> <tr> <th></th> <th>Component</th> </tr> <tr> <th></th> <th>1</th> </tr> </thead> <tbody> <tr> <td>C1</td> <td>.730</td> </tr> <tr> <td>C2</td> <td>.655</td> </tr> <tr> <td>C3</td> <td>.511</td> </tr> <tr> <td>C4</td> <td>.745</td> </tr> <tr> <td>C5</td> <td>.767</td> </tr> <tr> <td>C6</td> <td>.789</td> </tr> <tr> <td>C7</td> <td>.797</td> </tr> </tbody> </table>		Component		1	C1	.730	C2	.655	C3	.511	C4	.745	C5	.767	C6	.789	C7	.797		
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Neuroticism	0.928	1177.645	64.715%	<p>Component Matrix^a</p> <table border="1"> <thead> <tr> <th></th> <th>Component</th> </tr> <tr> <th></th> <th>1</th> </tr> </thead> <tbody> <tr> <td>N1</td> <td>.753</td> </tr> <tr> <td>N2</td> <td>.801</td> </tr> <tr> <td>N3</td> <td>.747</td> </tr> <tr> <td>N4</td> <td>.796</td> </tr> <tr> <td>N5</td> <td>.823</td> </tr> <tr> <td>N6</td> <td>.853</td> </tr> <tr> <td>N7</td> <td>.851</td> </tr> </tbody> </table>		Component		1	N1	.753	N2	.801	N3	.747	N4	.796	N5	.823	N6	.853	N7	.851		
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N6	.853																							
N7	.851																							
Openness to experience	0.929	1060.335	57.041%	<p>Component Matrix^a</p> <table border="1"> <thead> <tr> <th></th> <th>Component</th> </tr> <tr> <th></th> <th>1</th> </tr> </thead> <tbody> <tr> <td>O1</td> <td>.794</td> </tr> <tr> <td>O2</td> <td>.775</td> </tr> <tr> <td>O3</td> <td>.685</td> </tr> <tr> <td>O4</td> <td>.709</td> </tr> <tr> <td>O5</td> <td>.773</td> </tr> <tr> <td>O6</td> <td>.772</td> </tr> <tr> <td>O7</td> <td>.762</td> </tr> <tr> <td>O8</td> <td>.766</td> </tr> </tbody> </table>		Component		1	O1	.794	O2	.775	O3	.685	O4	.709	O5	.773	O6	.772	O7	.762	O8	.766
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Table 2: Reliability Analysis

Variable	Cronbach's Alpha Value	Cronbach's Alpha based on Standardized Items	No. of items
Academic Motivation	0.808	0.808	5
Extraversion	0.754	0.756	5
Agreeableness	0.756	0.757	5
conscientiousness	0.834	0.841	7
Neuroticism	0.908	0.909	7
Openness to experience	0.890	0.892	8

Source: Output from SPSS data analysis

Table 3: Mean Value Calculation

Variables	Mean	Standard Deviation	N
Academic Motivation	4.2887	.68153	300
Extraversion	4.3020	.63572	300
Agreeableness	4.3760	.61657	300
Conscientiousness	4.3229	.62689	300
Neuroticism	2.6290	.89150	300
Openness to Experience	4.3933	.65618	300

Source: Survey Data

Table 4: Correlation Analysis

	MeanE	MeanA	MeanC	MeanN	MeanO	MeanAM	
MeanE	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	300					
MeanA	Pearson Correlation	.837**	1				
	Sig. (2-tailed)	.000					
	N	300	300				
MeanC	Pearson Correlation	.847**	.832**	1			
	Sig. (2-tailed)	.000	.000				
	N	300	300	300			
MeanN	Pearson Correlation	.143*	.250**	.165**	1		
	Sig. (2-tailed)	.013	.000	.004			
	N	300	300	300	300		
MeanO	Pearson Correlation	.797**	.785**	.820**	.119*	1	
	Sig. (2-tailed)	.000	.000	.000	.039		
	N	300	300	300	300	300	
MeanA M	Pearson Correlation	.795**	.738**	.799**	.153**	.811**	1
	Sig. (2-tailed)	.000	.000	.000	.008	.000	
	N	300	300	300	300	300	300

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 5: Regression Analysis 01

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.856 ^a	.733	.728	.35540	1.890

Source: Output from SPSS data analysis

Table 6: Regression Analysis 02

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	101.746	5	20.349	161.103	.000 ^b
Residual	37.136	294	.126		
Total	138.881	299			

Source: Output from SPSS data analysis

Table 7: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.060	.157		.385	.700		
MeanE	.309	.070	.288	4.406	.000	.212	4.709
MeanA	-.031	.071	-.028	-.441	.660	.222	4.505
MeanC	.269	.073	.248	3.697	.000	.203	4.934
MeanN	.023	.024	.031	.971	.332	.917	1.091
MeanO	.412	.060	.397	6.908	.000	.276	3.624

Source: Output from SPSS

Table 8: Operationalization of the Variables

Variable	Measurement Items	Source
Academic Motivation of Part-time employees (AM)	<p>AM1... I find that at times studying gives me a feeling of deep personal satisfaction</p> <p>AM2... I feel that virtually any topic can be highly interesting once I get into it</p> <p>AM3... I find that studying academic topics can at times be as exciting as a good novel or movie</p> <p>AP4... I work hard at my studies because I find the material interesting</p> <p>AM5... I approach most study sessions with questions in mind that I want answering</p>	<p>Meera et al. (2005), Melissa et al. (2007), Biggs (2001) Mohammed Chowdhury (2006), Mikael Jensen (2015), Ojedokun (2018), Vallerand et al. (1992)</p>

<p>Extraversion (E)</p>	<p>E1... I am talkative E2... I am curious about what happened around me E3... I am sociable E4... I have a desire to learn E5... I am an extravert student</p>	
<p>Agreeableness (A)</p>	<p>A1... I have a forgiving nature A2... I am trustworthy A3... I am helpful A4... I am kind to everyone A5... I prefer to work with others</p>	
<p>Conscientiousness (C)</p>	<p>C1... I am organized C2... I am not easily upset C3... I am overconfidence C4... I am self-controlled C5... I am a reliable person C6... I have self-disciplines C7... I make plans and follow through with them</p>	
<p>Neuroticism (N)</p>	<p>N1... I get nervous easily N2... I occasionally rude to others N3... I am a shy and backward person N4... I am avoiding academic dedication sometimes N5... I worry a lot N6... I tend to be silence N7... I am somewhat careless</p>	
<p>Openness to experience (O)</p>	<p>O1... I come up with new ideas O2... I am creative O3... I have an ability to cope with stress O4... I am a deep thinker O5... I have an active imagination O6... I value aesthetic experiences O7... I like to play with ideas O8... I have an interest in art, music, movie or drama</p>	

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